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ABSTRACT

The proceedings includes: the agenda; the keynote presentation; findings from the program evaluation, applied research, and technical assistance programs; descriptions of presentations made by project directors; an evaluation of the meeting; and a list of participants and advisory members. Sample papers or summaries have the following titles and authors: "A Longitudinal Study of Graduates of Special Education" (Eugene Edgar and Phyllis Levine); "Model Program Evaluation Information Data Base" (Jane Dowling and Cindy Hartwell); "Evaluation of Student Characteristics and Learning Outcomes" (Lizanne DeStefano); "An Analysis of Evaluation Values and Issues in Federally Funded Transition Programs" (Robert Stake et al); "A Comparison of Successful and Unsuccessful Placements of Secondary Students with Mental Handicaps into Competitive Employment" (Laird Heal et al); "Co-Worker Involvement Research Program" (Frank Rusch); "Assessing and Facilitating Employers' Positive Acceptance of Employees with Handicaps" (Adelle Renzaglia). Briefly described are 16 featured projects, 27 projects highlighted in the poster session, activities of the Evaluation Technical Assistance Program, and evaluation results. (DB)

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Project Directors' Third Annual Meeting

Chadsey-Rusch

EC 211891

TRANSITION
INSTITUTE
AT ILLINOIS

The following principles guide our research related to the education and employment of youth and adults with specialized education, training, employment, and adjustment needs.

- Individuals have a basic right to be educated and to work in the environment that least restricts their right to learn and interact with other students and persons who are not handicapped.
- Individuals with varied abilities, social backgrounds, aptitudes, and learning styles must have equal access and opportunity to engage in education and work, and life-long learning.
- Educational experiences must be planned, delivered, and evaluated based upon the unique abilities, social backgrounds, and learning styles of the individual.
- Agencies, organizations, and individuals from a broad array of disciplines and professional fields must effectively and systematically coordinate their efforts to meet individual education and employment needs.
- Individuals grow and mature throughout their lives requiring varying levels and types of educational and employment support.
- The capability of an individual to obtain and hold meaningful and productive employment is important to the individual's quality of life.
- Parents, advocates, and friends form a vitally important social network that is an instrumental aspect of education, transition to employment, and continuing employment.

The Secondary Transition Intervention Effectiveness Institute is funded through the Office of Special Education Programs, Office of Special Education and Rehabilitative Services, U.S. Department of Education (contract number 300-85-0160).

Project Officer: William Halloran

For more information on the Transition Institute at Illinois, please contact:

Dr. Frank R. Rusch, *Director*
College of Education
University of Illinois
110 Education Building
1310 South Sixth Street
Champaign, Illinois 61820
(217) 333-2325

Merle L. Levy, Publications Editor

Project Directors' Third Annual Meeting

Conference Proceedings

Edited by

Janis Chadsey-Rusch

Loews L'Enfant Plaza Hotel
Washington, DC
December 10-11, 1987

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INTRODUCTION

The purpose of this document is to provide an overview of the proceedings of the Project Directors' Third Annual Meeting which was sponsored by the Secondary Transition Intervention Effectiveness Institute. The meeting, which was held in Washington, DC, on December 10 - 11, was designed to provide an update of the Transition Institute's activities and to encourage the exchange of information, the sharing of expertise, and the building of collegiality among persons concerned with the transition of youth with handicaps from secondary schools to adulthood.

Since 1985, over 300 project personnel from around the country with federally funded model demonstration programs have attended this annual meeting. In addition, many personnel from the Office of Special Education and Rehabilitation Services (OSERS) have also been in attendance. The meeting provides an opportunity for project and OSERS personnel to share directly the results of their work.

This document includes a summary of the proceedings, including the agenda; the keynote presentation by Dr. Eugene Edgar; the findings from the program evaluation, applied research, and technical assistance programs; descriptions of presentations made by project directors; an evaluation of the meeting; and a list of the participants and advisory members. We hope that this document will stimulate readers to share ideas, information, and resources with others concerned with facilitating the transition process.

AGENDA

The Project Directors' Third Annual Meeting

December 10-11, 1987
Washington, DC

Wednesday, December 9

4:30 p.m. - 6:30 p.m.	**Welcome/Registration/No-host Cocktails**

Thursday, December 10

7:30 a.m. - 5:00 p.m.	**Registration and Coffee**
8:30 a.m. - 8:45 a.m.	**Welcome** Frank Rusch, Director, Transition Institute at Illinois
8:45 a.m. - 9:45 a.m.	**Keynote Presentation** Eugene Edgar, Professor, University of Washington
9:45 a.m. - 10:00 a.m.	**Break**
10:00 a.m. - 10:50 a.m.	**Evaluation Research Findings** (Five concurrent sessions by Institute Staff) 1. Model Program Evaluation Information Data Base Jane Dowling and Cindy Hartwell 2. Review of Extant Data Sources Delwyn Harnisch 3. Evaluation of Student Characteristics and Learning Outcomes Lizanne DeStefano 4. Evaluation Case Studies Robert Stake 5. A Comparison of Successful and Unsuccessful Placements of Youth into Competitive Employment Laird W. Heal

11:00 a.m. - 11:50 a.m. **Evaluation Research Findings**
(Five concurrent sessions by Institute Staff)

1. Model Program Evaluation Information Data Base
   Jane Dowling and Cindy Hartwell

2. Review of Extant Data Sources
   Delwyn Harnisch

3. Evaluation of Student Characteristics and Learning Outcomes
   Lizanne DeStefano

4. An Analysis of Evaluation Values and Issues in Federally Funded Transition Programs
   Robert Stake

5. An Analysis of Responses to a Questionnaire Regarding Students with Learning Disabilities
   Laird W. Heal

11:50 a.m. - 1:30 p.m. **Lunch** (on your own)

1:30 p.m. - 2:15 p.m. **Applied Research Findings**
(Five concurrent sessions by Institute Staff)

1. Transition Policy Research Program
   Lizanne DeStefano and Dale Snauwaert

2. Parental and Professional Sub-group Participation in the Transition Process: A Study Series of Beliefs, Attitudes, and Intentions
   Richard Schutz

3. Co-worker Involvement Research Program
   Frank Rusch

4. Assessing and Facilitating Employers' Positive Acceptance of Employees with Handicaps
   Adelle Renzaglia

5. Social Ecology of the Workplace
   Janis Chadsey-Rusch

2:15 p.m. - 2:30 p.m. **Break**

2:30 p.m. - 3:15 p.m. **Applied Research Findings**
(Five concurrent sessions by Institute Staff)

1. Transition Policy Research Program
   Lizanne DeStefano and Dale Snauwaert
2. Parental and Professional Sub-group Participation in the Transition Process: A Study Series of Beliefs, Attitudes, and Intentions
   Richard Schutz
3. Co-worker Involvement Research Program
   Frank Rusch
4. Assessing and Facilitating Employers' Positive Acceptance of Employees with Handicaps
   Adelle Renzaglia
5. Social Ecology of the Workplace
   Janis Chadsey-Rusch

3:25 p.m. - 4:30 p.m. **New Projects Orientation**
Jane Dowling, Institute Staff

Featured Projects
(Four concurrent sessions by Project Directors)

1. Projects Involving Persons with Severe Handicaps
   James Gittings and Glenn Maxion
2. Postsecondary University Projects Involving Persons with Learning Disabilities
   Lynda Price and Terence Collins
3. Postsecondary University and Community College Projects
   Irwin Rosenthal, David Katz, Bert Flugman, and Delores Perin
4. Replication and Systems Change Projects
   John McDonnell, Richard Schutz, and Paul Bates

4:30 p.m. - 5:00 p.m. **Break**

5:00 p.m. - 6:30 p.m. **Exchange/Dissemination Poster Session and Cash Bar**

1. Wayne Lindskoog
2. Susan Sinkewiz
3. Jeffrey Vernooy
4. William Roth
5. Christy Horn
6. Marshall Mitchell
7. Judith Cook
8. Judith Schapiro
9. Juliana Corn
10. Justin Marino
11. William Richards
12. Kathy McKean
13. Patricia Patton
14. Sandra Copman
15. Wendy Parent
16. Margo Vreeburg Izzo and Lawrence Dennis
17. Devi Jameson
18. Patricia Juhrs and Marcia Smith
19. Greg R. Weisenstein and James Q. Affleck
20. Stephen White
21. Raymond Graesser
22. Dorsey Hiltenbrand
23. Lynda Price and Terence Collins
24. Patricia S. Tomlan
25. Jani Lambrou
26. Robert A. Stodden
27. Thomas Lagomarcino

Friday, December 11

8:30 a.m. - 9:30 a.m. **Technical Assistance**
Jane Dowling, Institute Staff

9:30 a.m. - 9:45 a.m. **Break**

9:45 a.m. - 10:45 a.m. **Featured Projects**
(Five concurrent sessions by Project Directors)

1. Employment Option Projects
   Pat Catapano and Sandra Copman

2. Postsecondary Projects
   William D. Bursuck and Ninia Smith

3. Projects in Postsecondary Vocational and Employment Settings
   Greg Weisenstein and Jim Brown

	4. Interagency Cooperation Projects Ray Graesser and Michael Peterson 5. Community Integration and Quality of Life Robert Horner
10:50 a.m. - 11:30 a.m.	**Round Table Discussions with Project Directors** 1. Postsecondary Projects Involving Persons with Learning Disabilities 2. LEA Transition Issues 3. Employment Related Projects Involving Persons with Severe Disabilities 4. Systems Change Projects
11:30 a.m. - 1:00 p.m.	**Lunch (on your own)**
1:00 p.m. - 2:30 p.m.	**Discussion Session with OSERS Staff**
2:30 p.m. - 2:45 p.m.	**Break**
2:45 p.m. - 3:30 p.m.	**Panel Discussion with Institute Staff**
3:30 p.m. - 4:00 p.m.	**Closing Remarks** G. Thomas Bellamy, Director, Office of Special Education Programs OSERS

KEYNOTE PRESENTATION

A LONGITUDINAL STUDY OF GRADUATES OF SPECIAL EDUCATION

Eugene Edgar and Phyllis Levine

Experimental Education Unit
Child Development and Mental Retardation Center
University of Washington, Seattle, WA

The postschool adjustment of special education students has commanded interest as the issue of transition from school to adult life has come into focus. Although follow-up studies have been done in special education since the early 1900s, the recent emphasis on transition has resulted in a number of major efforts to track special education graduates into their adult lives. The combined results of these studies provide a general overview of the current situation. About 60% of the graduates who were enrolled in special education programs obtained employment within the first year of leaving school (Hasazi, Gordon, & Roe, 1985; Mithaug, Horiuchi, & Fanning, 1985). However, the percentage varies widely by type of disability and gender; persons with learning disabilities are more successful than severely handicapped persons, and males are more successful than females (Edgar, 1986). All jobs tend to be low status and low paying, and most of the jobs are obtained through a family or friend network. Few special education graduates are successful in completing postsecondary education programs (i.e., community college), and most graduates tend to live with their families.

Our efforts to document the outcomes of special education began in 1981, when we initiated a 15-district, single-interview follow-up study of special education graduates. The graduation lists of special education students between 1977 and 1983 were obtained, and telephone interviews were conducted with 956 parents of former special education students (Table 1).

As shown in Table 1, the employment rate varied from 38% for the severely handicapped students to 68% for LD/BD students. In comparison, few former students were enrolled in postsecondary education programs, and almost 50% of the severely handicapped and mildly retarded graduates were unengaged (not working and not attending postsecondary education programs). Most of the graduates were still living with their families or relatives.

These data represent one static data point, but this data point is variable for the individual subjects; some had been out of school for five years, others for only six months. We also did not have data from a control group of nonhandicapped students with which to compare these data.

This research led us to develop our current study, which involves the collection of data on former students at standard time intervals and the addition of a contrast group of

Table 1

Results of Five-Year Follow-Up Study

Category	N	Employed		Postsecondary Education		Unengaged		Living Independently	
		N	%	N	%	N	%	N	%
Total	956*	569	60	135	14	275	29	232	24
Mod/Severe MR	144	54	38	12	8	71	49	9	7
Mild MR	115	51	45	11	6	55	48	22	19
LD/BD	610	416	68	90	15	130	21	357	59

* In addition to the three disability groups, the total includes students with sensory impairments, neurological disabilities, and health impairments.

nonhandicapped students who graduated from the same public schools at the same time as the special education students. We are also tracking these students during a period of three years in order to ascertain changes over time. This design enables us to evaluate outcomes by disability type, over time, and to compare the results with those of a nonhandicapped cohort. The following data are provided as an interim report of this study.

Method

Sample

The sample includes all special education students from 13 school districts who graduated or aged out of these programs in 1984, 1985, and 1986. In addition, 30 nonhandicapped students not enrolled in a precollege course were also included from each district for each of the target years. Table 2 presents the numbers of students involved in this study.

Instrumentation

Record review. School records were examined to determine birth date, ethnicity, gender, and handicapping condition at exit from the public schools.

Telephone questionnaire. A telephone interview was conducted with a parent (usually the mother) of each student.

Table 2

Students in Follow-up Study by Disability Group

	SEV MR	MOD MR	MILD MR	SENS IMP	NEURO HEALTH	BD	LD	HC	NON HC
1984									
No. Possible*	--	--	--	--	--	--	--	551	135
No. Contacted	21	16	42	23	9	13	159	283(58%)	87(64%)
1985									
No. Possible	58	51	82	36	13	31	407	678	262
No. Contacted	27(47%)	23(45%)	43(52%)	16(44%)	7(54%)	19(61%)	202(50%)	337(50%)	168(64%)
1986									
No. Possible	61	54	108	23	16	33	435	729	341
No. Contacted	45(74%)	27(50%)	63(58%)	18(78%)	12(75%)	20(61%)	262(60%)	447(61%)	267(78%)
Total									
No. Possible								1958	730
No. Contacted	93	66	148	57	28	52	623	1067(55%)	522(71%)

* This information is not available for the 1984 graduates.

The interview followed a scripted survey which took approximately 15 minutes to complete.

Procedures. The director of special education in each district compiled a list of all graduates and age-outs from special education in June of each graduating year. A letter from the school district explaining the study was mailed to each parent. Those who did not wish to participate in the study were asked to inform the district or simply tell the telephone caller that they did not want to participate (5% of the parents declined to participate). In November of the subsequent year (six months after graduation), telephone calls were made to all the parents. The telephone callers were recruited through the local districts and trained by our staff. The callers were instructed to attempt each telephone call at least three times (once during the day, once in the evening, and once on a weekend) before giving up trying to contact the family. For disconnected telephones or wrong numbers an attempt was made to locate the correct number through local directory assistance. The districts provided the record review information on each student. All data were coded by project staff and entered into a computer for analysis.

Following the initial telephone contact, subsequent telephone calls were made at six-month intervals for only those students whose parents were contacted at the previous round of interviews. A revised questionnaire elicited data that reflected changes in status from the time of the previous interview. Detailed information on these procedures is described in Levine, Dubey, Levine, and Edgar (1986).

Results

An initial chi square analysis was performed on the data collected at the first six-month contact with the three cohorts (1984, 1985, and 1986) by disability type; no significant differences were noted. Therefore, all round one (six-month) data were collapsed across cohorts.

The following data were collected six months after graduation from the public schools and at six-month intervals until 30 months after graduation.

Employment Rate

At six months after graduation, the employment rates were as follows: severely mentally retarded, 35%; mildly mentally retarded, 39%; sensory impaired, 37%; behavior disordered, 52%; learning disabled, 63%; and nonhandicapped, 75%. These figures range from 71% for the nonhandicapped students to 38% for the severely handicapped students. From six months to 30 months after graduation, the employment rates are relatively stable except for increases for the mildly mentally retarded (38% to 52%) and decreases for the behavior disordered students (52% to 22%).

Wages Earned

Both the nonhandicapped and learning disabled students were earning the minimum wage or better ($134 a week) at a rate of 23% at six months. The sensory impaired, mildly mentally retarded, and severely handicapped showed a rate of less than 10% earning minimum wage at six months. Although the sensory impaired students showed a low rate of income, 60% of these students were attending postsecondary education programs. Both the nonhandicapped cohort and the learning disabled cohort increased to 28% by 30 months. Behavior disordered students decreased from 20% to 0% by 30 months. The other groups remained stable.

Postsecondary Education

The data for students enrolled in community colleges, four-year colleges, and vocational technical institutes at six months are as follows: severely mentally retarded, 30%; mildly mentally retarded, 28%; sensory impaired, 58%; behavior disordered, 23%; learning disabled, 29%; and nonhandicapped, 46%. Sensory impaired students were enrolled in postsecondary education programs at a rate of 58% which is higher than the nonhandicapped population (48%). The percentage of postsecondary school attendance decreased for all groups over 30 months.

Unengaged

The percentage of students who were neither working, attending postsecondary education programs, nor engaged in any type of formal activity at six months after graduation is as follows: severely mentally retarded, 42%; mildly mentally retarded, 44%; sensory impaired, 21%; behavior disordered, 35%; learning disabled, 23%; and nonhandicapped, 8%. By 30 months, the unengaged rate for the behavior disordered group increased from 10% to 82%, while the nonhandicapped group, sensory impaired cohort, and learning disabled group were unengaged at a rate of approximately 20%.

Living Independently

The percentages of students living in independent settings (alone, with a spouse or partner, with friends, in military barracks, a dormitory, or on the street) at six months after graduation are as follows: severely mentally retarded, 4%; mildly mentally retarded, 6%; sensory impaired, 33%; behavior disordered, 31%; learning disabled, 18%; and nonhandicapped, 33%. The sensory impaired students, behavior disordered students, and nonhandicapped students were independent at a rate of 31% - 33%. By 30 months, the nonhandicapped and sensory impaired students were living independently at a rate of 55%. The rate of independent living for the learning disabled group increased steadily from 18% to 40% over the 30-month period.

Discussion

The most obvious question is: Have outcomes improved for special education graduates since professionals in the field have begun to attend to issues of transition? A comparison of our more recent graduates to those graduated before 1983 sheds some light on the answer. The employment rates of the two studies are somewhat equivalent. However, the data are fairly convincing in showing that employment rates increase with time after graduation. The more recent graduates have a higher rate of attending postsecondary education programs than the earlier students. However, because the rate of attendance tends to decrease with time, the earlier data may reflect the results of combining data from students who have been out of high school for varied amounts of time. Because the earlier data vary widely in terms of length of time from graduation, it is difficult to determine if outcomes are improving. One can only recommend that follow-up of students be continued with careful control for time elapsed since graduation.

Employment

There is no doubt that employment is an important factor in the quality of life of former special education students. The current emphasis in special education on employment programs is well warranted. Education clearly must attend to jobs and earning power. Even if they are employed, adults who earn less than the minimum wage per week cannot be a viable part of our society. Even if we achieve a 70% employment rate, if these individuals earn less than minimum wage, they have no chance to escape poverty. Our society in general shares this problem, as some 30 million Americans live below the poverty level (Economic Justice for All, 1986). There is the definite discrete possibility that former special education students are destined to live below the poverty level. Our efforts to teach students skills that enable them to gain reasonable employment must continue. We may also find that skill acquisition is not enough, that we will have to make efforts to locate jobs that pay reasonable salaries and perhaps advocate for ongoing entitlement programs to supplement the earnings of these individuals.

Postsecondary Opportunities

The traditional path to a career and employment in the United States begins with the acquisition of job skills in postsecondary education programs. American public schools have never assumed the role of job preparation. Even though our current emphasis is to focus on job training in high school for special education students, we believe we should not neglect advocating the development of appropriate postsecondary education programs for these students. With the exception of the sensory-impaired students, we believe there are few data to support optimism about the effectiveness of postsecondary school programs for handicapped students. Of all the current job training efforts, we believe the most fruitful can be in creating meaningful community college and vocational technical programs for our students. There are some data to indicate that in the United States good job opportunities are not available for our youth until they reach the age of 22 or 23 (Hamilton, 1986). Given this assumption, the development of vocational or apprentice programs for postsecondary school youth should become a priority.

Unengaged Youth

The data in our studies only confirm what is generally known, that many of our youth are unemployed and not enrolled in educational programs. Our data on behavior disordered youth and mildly retarded youth are especially discouraging. Just what do young people do all day long if they are not working or going to school? Not good things, we would think. The cost to society in general and the discouragement to individuals are substantial when so many of our youth are unengaged. How long can our society tolerate this great waste of human potential? Little wonder that so many of our youth (over 50% in our study) are still dependent on their families for basic support three years after leaving high school. The anecdotal information we have from talking to some 2,000 families is very vivid; for the majority of these families, life remains a constant struggle, the American dream merely an illusion.

Future Directions

We sincerely believe that there are solutions to these problems. We are committed to finding answers to the problem of how best to prepare handicapped students for their lives in the adult world. We would like to make five recommendations for all professionals in the field of special education:

1. To continue the commitment to upgrade secondary special education programs for handicapped youth that will produce skills that are practical and valued by the adult world.
2. To advocate for postschool programs that will offer continued education opportunities for handicapped students who graduate from high school.
3. To consider the needs of special education students and their families in light of the broader societal issues of poverty and the underclass in our society. Poverty is increasing in our society whose economic structure needs to be re-evaluated.
4. The issues of quality of life are not confined to jobs. Basic needs such as food, shelter, and health care must be guaranteed regardless of employment status. Self-esteem, friendships, and hope for the future are complex issues that require broad strategies. We must expand our intervention techniques to include lifelong ongoing support systems in addition to "fix the individual" treatments.

5. As a profession, special educators should consider advocating for entitlement programs for all members of our society who currently are unable to achieve minimal standards of living.

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MODEL PROGRAM EVALUATION INFORMATION DATA BASE

Jane Dowling and Cindy Hartwell

The purpose of the Model Program Evaluation Research Program is to collect, summarize, and disseminate information about the model programs funded under the Secondary Education and Transition Services Initiative.

The collection of this information is accomplished through the Project Characteristics Questionnaire which is sent to all projects in January. The dissemination of the summary results is through the Compendium of Project Profiles. The dissemination is intended to facilitate efforts to assure the long-range impact of the Initiative upon both school and community-based programs.

The 1987 edition of the Compendium provides an overview of the descriptive data collected for each of the competitions, and a summary of each individual competition (summary of the purpose, authority, eligible recipients, funds available, number of grants awarded, and duration of awards for each competition). The individual project profiles provide a description of each project funded under the competition, including project demographic information, project purpose, current focus, primary grantee, cooperating agencies, project participants, project evaluation plan, and project products.

The profile was designed to ensure the systematic identification of model program components in order to serve the information needs of those individuals interested in transition program development.

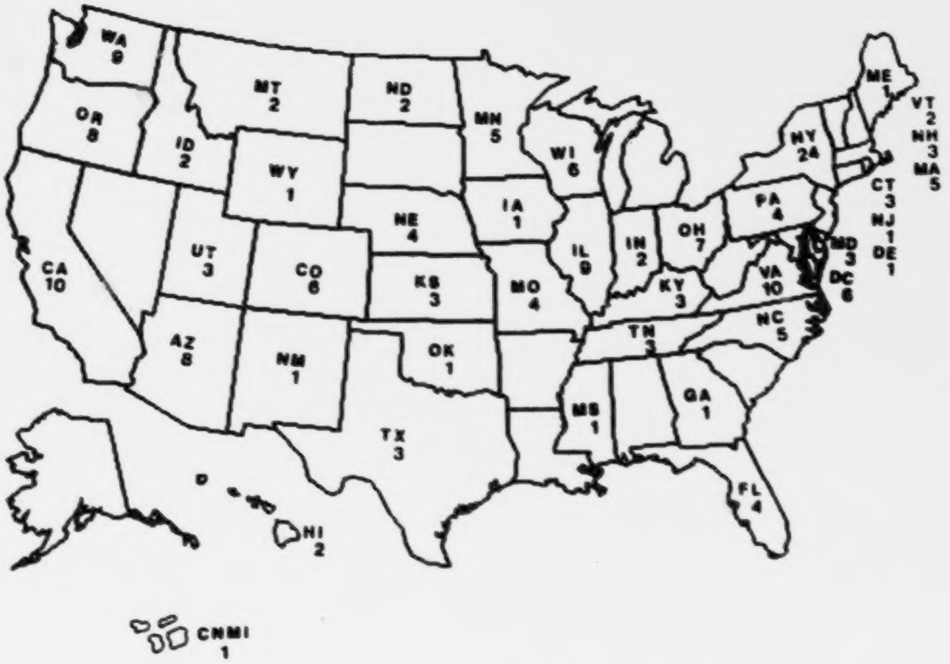
The profile was also designed to allow emerging patterns/findings among projects to be documented over the duration of the project. The purpose was to facilitate the utilization of the data base established by the project profiles in order to identify readily the key project components for corroboration or replication by current and future projects.

Since the enactment of P.L. 98-199 in 1984, the following grant programs have been awarded:

GRANT PROGRAM	CFDA #	YEAR	AWARDS
Secondary Education and Transitional Services for Handicapped Youth - Service Demonstration Models	84.158A	1984	16
Secondary Education and Transitional Services for Handicapped Youth - Cooperative Models for Planning & Developing Transitional Services	84.158B	1984	11
Secondary Education and Transitional Services for Handicapped Youth - Cooperative Models for Planning & Developing Transitional Services	84.158C	1985 1986 1987	17 10 12
Postsecondary Educational Programs for Handicapped Persons - Demonstration Projects for Mildly Mentally Retarded and Learning Disabled	84.078B	1984	15
Postsecondary Education Programs for Handicapped Persons - Demonstration Projects	84.078C	1985 1986 1987	14 14 20

Research in Education of the Handicapped - Handicapped Children's Model Demonstration Projects/Youth Employment Projects	84.023D	1984	12
Research in Education of the Handicapped - Handicapped Children's Model Demonstration Projects/Postsecondary Projects	84.023G	1984	15
Innovative Programs for Severely Handicapped Children - Transition Skills Development for Severely Handicapped (Including Deaf-Blind) Youth	84.086M	1986	11
Secondary Education and Transitional Services for Handicapped Youth - Models for Providing Secondary Mainstreamed Learning Disabled and other Mildly Handicapped Students with Job-Related Training	84.158L	1987	10
Special Projects and Demonstrations for Providing Vocational Rehabilitation Services to Severely Disabled Persons	84.128A	1984	5

The geographic distribution of these 182 projects follows:


WA 9
OR 8
ID 2
MT 2
ND 2
MN 5
WY 1
WI 6
NY 24
ME 1
VT 2
NH 3
MA 5
CT 3
NJ 1
DE 1
MD 3
DC 6
IA 1
NE 4
IL 9
IN 2
OH 7
PA 4
CA 10
UT 3
CO 6
KS 3
MO 4
KY 3
VA 10
AZ 8
NM 1
OK 1
TN 3
NC 5
MS 1
GA 1
TX 3
FL 4
HI 2
CNMI 1

TRANSITION PROJECTS (Status 12/1/87)

PROJECT COMPETITION	84.086M	84.158C	84.023D	84.023G
TYPE OF PROJECT	Innovative Programs: Transition Skills Development	Cooperative Models for Planning and Development	Model Demonstration: Youth Employment Projects	Postsecondary Model Demonstrations
TARGET POPULATION	Severe Handicapping Conditions, Including Deaf-Blind	All Handicapping Conditions	All Handicapping Conditions	All Handicapping Conditions
NUMBER OF GRANTS	11	39 (16 expired)	12 expired	15 expired
FUNDING PERIOD	FY86: 3 Years Annual Review	FY85: 2 Years FY86: 3 Years FY87: 3 Years Annual Review	FY84: 3 Years Annual Review	FY84: 3 Years Annual Review
EXPIRATION	1989	1987, 1989, 1990	1987	1987
FOCUS	Interagency Coordination and Agreements Adaptive Behavior Assessment Ecological Assessment Community-Based Training Supported Employment Development/Placement Vocational Training Parent Education Transition Model Development Replication ITP Development Inservice Training Product Development Parent/Staff Training Needs Assessment Field Test Models	Job Counseling Parent/Community Seminars Inservice Training ITP Development Vocational Assessment Follow-up Dissemination Product Development Community-Based Support System Housing/Job Bank Development Recreation/Leisure Education Statewide Transition Planning Curriculum Modification Technical Assistance Job Development/Placement Interagency Coordination Vocational/Community-Based Training Preservice Personnel Preparation Needs Assessment Supported Employment Local Level Planning College-based Training	Project Continuation and Replication Product Development Field Test Service Delivery Model Dissemination Follow-up Curriculum Development Inservice Training Support Group Development Vocational Training Social Skills Training Prevocational Assessment Parent Training Work Experience Training	Technical Assistance Employment Placement Dissemination Product Development Applied Research Vocational Training Social Skills Training Vocational Assessment Community-Based Service Development Job Development Clearinghouse Development Establishment of Linkages/Interagency Agreements Continuation/Replication Curriculum Development

PROJECT COMPETITION	84.078C	84.158L	84.158A	84.078B
TYPE OF PROJECT	Postsecondary Demonstration Projects	Models for Providing Secondary Mainstreamed LD & Other Mildly Handicapped Students with Job Training	Secondary/Transitional Service Demonstration Models	Postsecondary Demonstration Projects
TARGET POPULATION	FY85: All Handicapping Conditions FY86: Specific Learning Disabilities FY87: Specific Learning Disabilities	Learning Disabilities Mildly Handicapping Conditions	All Handicapping Conditions	Mild Mental Retardation and Learning Disabilities
NUMBER OF GRANTS	47 (9 Expired)	10	16 (9 expired)	15 expired
FUNDING PERIOD	FY85: 2 & 3 Years FY86: 2 & 3 Years FY87: 1, 2, & 3 Years Annual Review	FY87: 3 Years Annual Review	FY84: 3 Years Annual Review	FY84: 1, 2, or 3 Years Annual Review
EXPIRATION	1986 - 1990	1990	1987	1986 & 1987
FOCUS	Inservice Training Parent/Family Training Product Development Curriculum Development Employer Training Computer Assisted Instruction Peer Tutoring Program Dissemination Technical Assistance Needs Assessment Linkage Development Academic Assessment Awareness Training Educational Skills and Learning Strategy Training Model Development Clearinghouse Development Occupational Skill Training Job Club Development Follow-up/Tracking Outreach/referral Computer Aided Design Training Community College Training Trade School Training Individual/Group Counseling Career Assessment/Counseling/ and Exploration Computer Showroom	Vocational Assessment Instructional Interventions Inservice Training Social Skills Training Career Counseling/Readiness Peer Tutoring/Adult Mentoring Orientation Prerequisite Skill Identification Cooperative Agreements/planning Job Development/Placement Followup Support Services Curriculum Development	Vocational Assessment Dissemination Product Development Service Delivery Model Development Curriculum Improvement/ Development Inservice Training for Teachers Job Placement/Support Work Services Follow-up Services Linkage Development Job Development Vocational Training Social Skills Training Job Coach Model Development Continuation/Replication	Dissemination Counseling Referral Academic Assessment Educational Alternative Program Services Service Delivery Model Development/Refinement Work Experience Field Test Model Technical Assistance Inservice Training Curriculum Development Follow-up Conduct Conferences/Seminars Statewide System Change Training/Employment Program Social Skills Training

The youth/adults receiving services through these projects exhibit a range of handicapping conditions. Owing to the priorities of certain competitions (i.e., 84.078C), some projects have targeted specific handicapping conditions. Of those youth being served by projects, approximately 59% have a learning disability; 16% have mental retardation; 6% have a developmental disability; and 6% have an emotional handicap. The cumulative number of youth and adults being impacted by the model projects is estimated at 85,000, whereas the estimated cumulative number of youth receiving direct services is 17,000. These figures include the expired projects.

ANALYSIS OF EXTANT DATA SETS

Delwyn L. Harnisch

The analysis of extant data sets as they relate to the transition from high school into the various spheres of adult life of youth with handicaps are contained in the Transition Literature Review: Educational, Employment, and Independent Living Outcomes and the Digest on Youth in Transition. This report presents the major findings from the second volumes of each.

Transition Literature Review

Findings from the Transition Literature Review follow from the findings reported in 1986. In the second volume, the total number of articles reviewed is 176, and these have been analyzed with their focus on one of the specific outcome areas and entered into the annotated bibliography. Major findings for each of the outcome areas are described below.

Educational Outcome Findings

Students with handicaps had significantly lower academic achievement levels, and they had to work much harder to accomplish those levels. They were also found to have lower self-concepts of academic ability, motivation, future expectations, self-esteem, social and academic adjustment, and self-perceptions of attractiveness and popularity. Thus they were not only at a disadvantage in the academic setting, they also perceived themselves as unsuccessful both academically and socially.

Postschool and postsecondary education adjustments were difficult for most students with handicaps. Successful transition depends upon appropriate career and adaptive education opportunities. Placement in special programs was seen to have a positive effect on the academic achievement of many students with handicaps. Finally, members of ethnic minorities were overrepresented in various handicapping conditions and in specific programs.

Employment Outcome Findings

Persons with handicaps are faced with very high levels of unemployment or underemployment. Those working will usually receive low wages with fewer raises and fringe benefits than their nonhandicapped peers. In the workforce they are most likely to be in service, unskilled, or semi-skilled occupations.

Transitional training, supported employment, and competitive placement have been seen to improve employment opportunities in integrated settings. Participation in high school vocational education classes has a positive effect on the wages of those with handicaps. Use of technology and development of placement policies have great impacts upon the improvement in the range of employment available to persons with handicaps.

Employers who have rated their employees with physical handicaps indicate that these employees are at least as good as their nonhandicapped peers, and the employers would most likely hire other workers with handicaps.

Independent Living Outcome Findings

The skills necessary for independent living vary greatly, depending upon the handicapping condition and its severity. Independent living centers play a major role in teaching these skills, as well as in advocacy for those with handicaps and the promotion of decision-making abilities.

The availability of appropriate housing and flexible public transportation are important in the employment opportunities and social interaction of those with handicaps. There is also a need for the promotion of leisure and recreation activities to overcome the present social isolation experienced by many persons with handicaps.

Digest on Youth in Transition

The *Digest* is a statistical report on various aspects of the transition of youth with handicaps beyond high school. Two specific areas were addressed in this volume: the establishment of a longitudinal data base in a school district, and an analysis of the various domains of independent living.

Longitudinal Data Base

The longitudinal data base was established in cooperation with a school district in order to gain access to complete records of the students with handicaps and to coordinate the activities of the classrooms and various agencies in dealing with these students. Information was gathered on demographic, initial referral, current program, and post-high school factors for the 141 special education students in grades 9 through 12.

Recommendations were made for the establishment of similar data bases for the coordination of the treatment to be received by students with handicaps. They are: allow ample time, use a team approach, collect data systematically, use operations inside the school district system, have the system easily accessible to those who need it, network with other data bases that may have information on the students, and train people how to use the information effectively and efficiently.

Independent Living

A definition of independent living was analyzed with the cooperation of expert judges who assigned variables to defined domains. The variables within these domains were then factor analyzed in order to derive scales that could be used to measure the differences between groups on their independent living skills.

Findings were that independent living can be reliably measured and is multidimensional, with several contributing factors to each domain. The various handicapping conditions were represented differentially within these factors; thus one could identify areas where persons with specific conditions were at a disadvantage, or advantage, compared to their nonhandicapped peers, or to those with other specific conditions.

When compared to their nonhandicapped peers, students with handicaps were generally seen to have lower levels of skills for independent living on many derived scales. When one considered specific handicapping conditions, some (for example, those with learning disabilities) functioned at a lower level than the mean for the general population on such scales as expectations for postsecondary education and computer skills, whereas others (e.g., those with orthopedic impairments) functioned at a much higher level than the mean.

Other factors (e.g., dropout status) were associated with lower independent living skills. The gender of the subjects did not interact with handicapping status, but its effects appeared to be additive on the independent living scales; that is, the pattern of differences between youth with handicaps and those without is quite similar for males and females and does not vary with handicapping status.

One may see that there are factors that tend to exacerbate the handicapping status. Comparisons of high school graduates and dropouts demonstrate the value placed on education and the compounding effects that dropping out has on handicapped status. In almost every area measured by the independent living scales, those students who dropped out of high school had the lowest scores and the lowest aspirations for adult life.

EVALUATION OF STUDENT CHARACTERISTICS AND LEARNING OUTCOMES

Lizanne DeStefano

This program overviews the findings of the survey of student assessment techniques currently in use or in development by the model demonstration projects. This information and the reviews of all of the instruments are reported in DeStefano, Linn, & Markward (1987) Review of Student Assessment Instruments and Practices, Revised. That document was disseminated to all project directors in September, 1987. The basic findings of the survey were:

1. There is a great deal of standardized assessment currently in use by the model demonstration projects for purposes of (a) identification and placement; (b) program planning; (c) monitoring student progress; and (d) research/program evaluation.
2. The most commonly assessed skill areas were general intelligence, academic skills, and vocational skills.
3. The instruments that received the highest utility ratings were those that assessed adaptive behavior, quality of life, and lifestyle satisfaction.

In addition to the Review of Student Assessment, two other publications have been disseminated. The first, The Use of Standardized Assessment in Supported Employment, outlined a strategy that combines both traditional and contemporary assessment approaches to obtain information that is relevant for placement, program planning, and program evaluation. The second, Adaptive Behavior: The Construct and Its Measurement, reviews all commercially available measures of adaptive behavior in the context of a transition-age population.

In addition to the products associated with Year 2 activities, several other areas of investigation associated with this task include:

1. Use of a longitudinal tracking system to evaluate student adjustment and program effectiveness.
2. Assessment of quality of life.
3. Measurement of employment and community integration.

ASSESSING THE MULTIDIMENSIONAL NATURE OF INTEGRATION IN EMPLOYMENT SETTINGS

Thomas R. Lagomarcino

We have witnessed significant changes in the lives of persons with handicaps over the last two decades. Without a doubt, the concept of normalization has influenced immeasurably the settings in which these individuals are now able to live, learn, and work. In fact, Lakin and Bruininks (1985) have gone so far as to say that normalization has been the conceptual cornerstone of the changes in the service system for persons with handicaps in this country during the 1970s and 1980s.

The principle of normalization stresses the integration of persons with handicaps into the physical and social interactions of the larger society. Over the years, advocates for normalization have aroused widespread interest in society's ideological posture toward its handicapped citizens (Heal, 1988). Litigation, legislation, and an increased awareness of the rights of persons with handicaps have had a major impact in providing these individuals with the opportunities to live and learn in environments previously unavilable to them.

It has been approximately one school generation since P.L. 94-142 guaranteed the right to a free and appropriate public education. Today, we can reflect upon a decade of appropriate services and ask some very tough questions. For example, we may ask whether we indeed have been successful in integrating a new generation of students into the mainstream of society.

Unfortunately, it appears that to a large degree we have failed. Recent follow-up studies of special education have been rather discouraging (e.g., Hasazi, Gordon, & Roe, 1985; Mithaug, Horiuchi, & Fanning, 1985). An unemployment rate of 50 to 75% is commonplace for people with handicaps (U.S. Commission on Civil Rights, 1983).

Acknowledging that we cannot expect full community participation by these individuals if we do not systematically address the problem of unemployment, several legislative changes have been made to reduce the many barriers to employment (Whitehead, 1987). It is anticipated that as a result of these efforts the transition from school to work will be enhanced for those students with handicaps who will be exiting our schools in the near future.

The integration of individuals with handicaps into the workplace is one essential element of transition. Worksite integration focuses on providing opportunities for workers with handicaps to interact in a variety of settings and situations which can include the work environment, lunchroom, break times, traveling to and from work, or socializing after work. The purpose of this research program will be to determine the nature and extent of opportunity for integration during the work day for persons wtih handicaps working in employment settings.

Worksite integration is multidimensional in nature. The methods that will be used in this study will focus on the development of the Employment Integration Index. This instrument will assess the degree to which persons are integrated into the workplace across three dimensions, including (a) physical integration, (b) social integration, and (c) attitudes and perceptions of employers and co-workers.

The following procedures will be utilized in the development of the Employment Integration Index: (a) Potential indicators of integration will be identified through a review of the literature related to the evaluation of integration of persons with handicaps (e.g., vocational settings, community settings, public schools); (b) A panel of reviewers will be identified to provide feedback on the selection of potential integration indicators; (c) Field observations of selected employment sites will be conducted to validate the presence, observability, and measurability of potential indicators; (d) A pilot instrument will be developed and field tested at selected employment sites; and (e) A final version of the instrument will be developed.

It is the intent of this instrumnent to assist direct service providers in assessing opportunities for integration in current work sites and prospective job sites. Once these oppoortunities have been identified, the Employment Integration Index can be used to evaluate the impact of selected interventions (e.g., social skills training, inservices with co-workers) on the integration and acceptance of targeted employees in community employment settings.

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AN ANALYSIS OF EVALUATION VALUES AND ISSUES IN FEDERALLY FUNDED TRANSITION PROGRAMS

Robert E. Stake, Lizanne DeStefano, and David Metzer

The discrepancy between what is valued in a transition program and what is emphasized in an evaluation of that program is troublesome to program staff as well as to the monitoring agency, in this case, the federal government. Federal expectations of a preordinate, outcome-oriented, goal-based evaluation approach make it difficult for projects to take credit for unanticipated "getting ready" accomplishments or to accommodate setbacks. Disallowing unintended accomplishments and setbacks while promoting the evaluation of attainment of stated goals produces a situation in which programs that are successful in the eyes of staff and consumers appear to have fallen short by the standards of the funding agency.

The Transition Institute is a five-year, federally funded organization whose purpose is threefold: (a) to provide technical assistance in evaluation to over 100 federally funded model demonstration transition projects across the United States; (b) to monitor the impact of the federal transition initiative, aimed at facilitating the movement of students with handicaps from school to work; and (c) to carry out research on effective strategies for conducting and evaluating transition programs.

This presentation described selected findings of the second year of a five-year program of Institute research designed to understand and reduce discrepancies between local capabilities and federal expectations for evaluation. During the first year, extensive literature review and a panel of research methodologists, evaluation practitioners and theorists, and special educators were employed to identify and examine the issues associated with the evaluation of a group of federally funded projects. These issues included: local capabilities for evaluation, the importance of contextuality, the application of evaluation standards, the practicality of reactive vs. preordinate evaluation designs, and the utility of different types of evaluation information. Papers were written on each of these topics and published in the monograph, Issues in Research on Evaluation in Transition.

During the second year, an attempt was made to obtain local perceptions upon the extent to which the issues identified in year one were present at the project level and to assess their impact on the activities and attitudes of the project staff. A questionnaire was designed to obtain information on each issue identified above (see attached). The questionnaire was sent to 104 directors of model demonstration projects funded by the Office of Special Education and Rehabilitative Services (OSERS). Eighty-four responses were received from the projects. This presentation focused upon the responses of this group to just 4 of the 20 questions on the survey, those dealing with unanticipated changes in project activities and the resultant impact upon evaluation.

The first three questions asked project directors to account for the discrepancy between the stated goals in their project proposal and the actual activiites associated with the day-to-day operation of their project. The numbers entered for each response indicate the number of projects choosing that response.

> **Project staff member Jack has been working in a supermarket placement with Jenny who is 16 years old and has moderate handicaps. Much of her training work is cleaning food containers to be returned to wholesalers. Most of the time Jenny handles the checklist details for her task well, but her social skills are problematic. For example, she stands too close to strangers and startles acquaintances with intimate greetings. Jack spends an unexpected portion of his time working with her social development.**

> **Project director Susan had counted on support from the state vocational agency and has had some, but has found more than a small portion of her time every week needed for maintaining, even repariing, comunication with the agency. Not only was this maintenance obligation not**

identified in the proposal as a task; it was said to be already accomplished, a basis for beginning project work. Though Jack and Susan take pride in doing these time-consuming tasks well, they are not comfortable listing them as project accomplishments.

Federal project monitor Howard knows that trouble-shooting is a part of the work of any staff member, but is concerned about the large share of project time for "keeping afloat." Progress is apparent in Susan's project but some stated goals are not being even minimally achieved. Yet the project is rational, vigorous, and admired by most people involved. Is the project to be treated as successful?

1. Do you recognize any similarity in this scenario with circumstances in your own project? 64 Yes 20 No

Selected Comments:

-- Many staff development projects do not factor in the time it takes to build credibility/trust/visibility. True outcomes may be better measured over time rather than from point zero.

-- My experience with federal grants has been that you can't always anticipate ahead of time certain project goals that may be disrupted or not achieved as planned. The evaluation needs to allow for some way to document alternative goals reached or the progress made in goals that were not reached according to original project design but through an additional path chosen.

-- Public relations and facilitating interagency cooperation are a major component of any project especially during the start-up period. The outcomes become visible throughout the duration of the project.

-- Obviously, reality vs. theory creates problems. The trick is to meet (or at least attempt to meet) your goals while shoveling through the mud.

-- General growth is apparent anecdotally, but not necessarily in a quantifiably significant form.

2. If you were to take a full inventory of your project accomplishments to date and held it up to proposal promises, how would they match?

_22_ a. Accomplishments diverse, some unexpected, and too numerous to count; goals fully being met.

_26_ b. Accomplishments diverse, some unexpected, and too

numerous to count; some major goals unlikely to be met.

15 c. Accomplishments nicely covered by stated goals which are fully being met.

14 d. Accomplishments nicely covered by stated goals, some of which are unlikely to be met.

3. Please help us understand this matter of discrepancies between what has been promised in the proposal and what is actually being accomplished. Is there a problem in language? In conceptualization? What has your experience been?

Selected comments:

-- Conceptualization. Also personnel problems have plagued the project.

-- When some goals require an interaction of two or more parties and you only control your own, it may not be possible to fully accomplish the stated goal.

-- In writing the proposal we were much too idealistic in drawing up the timelines.

-- The proposal is just that -- one proposes something. Sometimes one proposes something that can't be done.

-- The major goal should not change. Many of the objectives, however, depend on external agencies. As such, the final strategy for achieving the goals may vary from the stated objectives.

The final question asks projects to estimate the amount of change that has occurred in their projects over time. Median values for each time period are reported.

> **Here's another difficult one. We want to know how much your project has changed from the very beginning. Think of it just as it is now.**
>
> **a. From an hour ago it probably is 100% the same.**
>
> **b. From a month it is about _95%_ the same.**
>
> **c. From six months ago it is about _85%_ the same.**
>
> **d. From the first day of OSERS funding it is about _75%_ the same.**
>
> **e. From the day the proposal was sent in, the idea is about _75%_ the same.**

A COMPARISON OF SUCCESSFUL AND UNSUCCESSFUL PLACEMENTS OF SECONDARY STUDENTS WITH MENTAL HANDICAPS INTO COMPETITIVE EMPLOYMENT

Laird W. Heal, Janell I. Haney, Lizanne DeStefano,
and Frank R. Rusch

The present study compared the case histories of pairs of high school students with mental retardation who had been placed into competitive employment. One student in each pair had been successfully employed for at least six months; the second student had lost his or her job within this same time period. A matched pairs analysis identified student characteristics and employment conditions that were associated with these placements.

Recruiting letters (each including a stamped, self-addressed return envelope and a one-page agreement-to-participate questionnaire) were mailed to 112 directors in February 1986, and to 29 newly funded model programs in April 1987. Thirty-eight agreed to participate; 23 actually participated. These 23 model programs submitted 29 pairs of cases, 23 of which met the criteria for inclusion.

Method

In February 1986, and again in April 1987, directors (N = 141 for the two years) of OSERS Transition Education Programs were asked to participate in this case study project. These programs have been funded by the Office of Special Education and Rehabilitative Services (OSERS) to stimulate model program development focused upon improved training for employment for high school students as well as improved postsecondary educational opportunities leading to eventual employment outcomes. The 38 directors who placed students in competitive employment and expressed an interest in participating in the study were sent a packet containing instructions and a case study checklist. The project director was asked to complete case studies on each of a pair of student who had been matched as closely as possible for sex, age, and general ability. Although closely matched, students of each pair were to differ in that one was to have been successfully placed into competitive employment, and the other was to have been placed but not successfully. "Success" was defined as paid employment for at least 10 hours a week at minimum wage or better, funded by the employer, and lasting at least six months. Each case study was completed by a project employee who knew the student well. The subjects were matched for these variables in order to control (neutralize) for the influence of these variables on the outcome of the placements and thereby to emphasize characteristics of the individual and the placement site that were critical for success.

Instrument: Case Study Checklist. Each case study was based on a two-page set of instructions and an eleven-page case study checklist. The checklist contained five sections. Section A focused on student characteristics, such as age, gender, ethnicity, adaptive and maladaptive behavior, educational history, employment history, and personal advantages or disadvantages aside from any handicaps. Section B focused on the student's current housing and daytime services, the neighborhood environment, and the type of community, especially its economic characteristics. Section C addressed model program training and employment characteristics. Also featured was an analysis of the influence played by program personnel in the training and placement process. Section D included an analysis of the type of support that was offered to the target employee after placement, including an analysis of incentives and disincentives. Section E included a summary of the placement and reasons for success or failure.

Results and Conclusions

Members of each pair were extremely well matched. Successful and unsuccessful students did not differ on any of the variables used to match them. Examination of students' age, education, years of special and regular education, and neighborhood quality ratings, training programs, home environments, and day activities reflected no significant differences. The adequacy of matching was supported by $\underline{t}$-tests and $\underline{x}^2$ tests for paired samples. Also, because each matched pair came from the same model program, they were matched on a broad array of socioeconomic and experiential characteristics.

Placement Jobs. The jobs taken by the 23 students who were successfully placed and the 23 students who were unsuccessfully placed were surprisingly similar. Food service jobs were taken by 9 successful and 8 unsuccessful students. Hotel or motel jobs were taken by 4 successful and 5 unsuccessful students. Two in each group did not report the jobs. The remaining 16 jobs were broadly scattered among health-related, automotive, office, and education positions.

Comparisons of Successful and Unsuccessful Students. Several findings of this research are noteworthy. First, student attitude appears to be a more important ingredient in successful employment than student ability. Both the within-pair student differences and the respondents' "reasons for success and failure" indicated that student attitude differed significantly in successful and unsuccessful students. This finding is consistent with a large literature, recently reviewed by Greenspan and Shoultz (1981). Second, the match of the student to the job was noted as important in both the "sources of support" and "reasons for success or failure." Although many have argued that such a match is important (Martin, 1986), the argument is rarely supported by empirical evidence.

In summary, these results suggest that actual placements based upon systematically developed objectives and a good job match may increase the number of high school students with disabilities who make a successful transition from school to work.

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AN ANALYSIS OF RESPONSES TO A QUESTIONNAIRE REGARDING STUDENTS WITH LEARNING DISABILITIES

Laird W. Heal, Janell I. Haney, Lizanne DeStefano,
and Jane Dowling

Questionnaires requesting information about the students served, procedures employed, and system supports were mailed to the 56 projects funded by OSERS for the education of learning disabled students for the transition from secondary school to postsecondary school environments. The 18 respondents reported on 130 of their students who had been selected primarily because of a history of learning disability in their earlier schooling. Table 1 shows that the 130 students from these projects were reported to be below average in every cognitive and academic area, but average in most social skill areas. They were rated superior in creativity.

A cluster analysis of individual profiles of the mathematics, reading, creativity, and social skill areas indicated that they could be parsimoniously subsumed under three types:

1. General weakness in all areas, except average in creativity
2. Very average in all areas
3. Weak in mathematics and language, average in social skills, and superior in creativity.

Students' family supports were reported to be average, but their self-concept below average. A large variety of instructional procedures and materials were employed by the respondents. The primary reasons for selecting materials were students' needs and materials' cost. Most respondents cited evidence that these instructional tools were effective. The primary evidence cited was students' satisfaction. A number of transition education system supports and impediments were cited: General system support and cooperation were seen as the major facilitations, and funding and red tape were seen as the major impediments.

Table 1

Ratings of the Abilities and Characteristics of Students with Learning Disabilities (N = 130)

Ability or Characteristic	Mean	S.D.
* Reading	1.49	.85
* Writing	1.36	.78
* Spelling	1.18	.69
* Math -- Conceptual	1.59	.83
* Math -- Computational	1.62	.86
* Referential Communication	1.76	.74
** Artistic Creativity	2.25	.89
Attention to Speaker	2.07	.76
Attention to Task	1.96	.79
* Memory	1.69	.83
* Perception	1.68	.72
* Auditory -- Information Processing	1.72	.77
* Visual -- Information Processing	1.68	.90
* Metacognition (Self-Instruction)	1.70	.80
Compensation by Using Strengths	2.11	.77
* Decision Making	1.75	.82
* Self-concept	1.57	.81
Conformity to social norms	2.03	.76
* Role-taking skills	1.79	.83
Interpersonal realtions	2.00	.88
* Internal locus of control	1.76	.72
External locus of control	2.06	.65
Career maturity	1.85	.86
Family influence	1.84	1.00
Independence at home	1.90	.86
Independence at work	2.05	.88

NOTE: Midpoint of the Rating Scale was 2.0; Range: 0-4
N = 100; S.E. = S.D./10; 95% confidence interval = 1.8 to 2.2

* Significantly below average

** Significantly above average

APPLIED RESEARCH FINDINGS

POLICY RESEARCH

Lizanne DeStefano and Dale Snauwaert

An understanding of any public service delivery system must begin at the level of its initial authorization. This level is composed of intentions articulated by Congress. From these initial, broad intentions executive regulations are written, state plans are formulated, and local attempts at implementation are carried out. In this way, the intentions articulated by Congress form the blue print, or, if you will, the genetic code of the service delivery system. Without knowledge of this code an understanding of the dynamics of the delivery system is incomplete at best. More importantly, if policy is incoherent in intent, then there is a high probability that implementation will fail.

A key, but neglected, factor in the forumlation of policy-in-intent is "system comprehension." Current policy is usually an incremental adjustment of previously formulated policy. These adjustments necessarily involve changes in relatively small units of government, for the most part, without any attempt to coordinate them with adjustments in other units. However, different policies formulated in various units of government may constitute an integrated system that interactively affects a single outcome. If, in the process of policy forumlation, the system is not comprehended, then policy may be formulated in one unit of government that is incoherent with policy formulated in another unit. This incoherence may undermine program implementation. Such is the case with the Transition policy and service delivery system.

With the enactment of transition legislation, the boundaries that have historically defined special education and rehabilitation as separate policy systems have become blurred. The two systems are converging to form a larger system, and with this convergence, a fundamental policy conflict is likely to emerge: the conflict between legal mandate and eligibility criteria. From the perspective of a value-critical approach to policy analysis, the above is based upon a conflict between operating principles (i.e., due process and mainstreaming vs. cost reduction), which is in turn based upon a conflict between values (i.e., equality vs. efficiency). If this incoherence is not removed by legally mandating adult services (which entails a change in operating principles and values), then transition service delivery will be profoundly inhibited.

It is hypothesized that this conflict will become more apparent as one moves from legislative intent to the formulation of state plans for transition service delivery. An examination of state transition plans across and within states will be used to confirm the above argument.

PARENTAL AND PROFESSIONAL PARTICIPATION IN THE TRANSITION PLANNING PROCESS: ATTITUDES AND INTENTIONS

Richard Schutz

The realization of successful transition outcomes for secondary special education students is often a function of the interactive efforts of parents and professionals representing a multitude of disciplines. Recognition of the importance of the parent-professional partnership in transition-related programs was highlighted in a recent survey conducted by the Transition Institute (Rusch, McNair, & DeStefano, 1987). The results of this survey indicated that, out of 25 potential transitional issue areas, professionals and parents rated the delineation of appropriate parental and professional roles in the transition planning process and the identification of strategies for enlisting parental support for transition planning as the number one and number five issue area of importance, respectively.

Unfortunately, professional subgroup interactions and parent-professional encounters often result in breakdowns in communication and a lack of cooperative efforts. In addition, some professionals and parents never become actively involved with transition program planning or implementation activities. This presentation will overview a series of studies currently being conducted that are focused on developing an improved understanding of parent/professional participation in transitional program planning.

Parent-Professional Partnerships: A Frame of Reference

With the passage of P.L. 94-142 (Federal Register, 1981, p. 5462), the right of parents to act as "equal participants" in the educational decision-making process was assured. However, the existing data on the degree of parental involvement in educational planning activities are not encouraging; they indicate parents are more likely to be either uninvolved or passively involved (e.g., Lynch & Stein, 1982; Stile, Cole, & Gardner, 1979; Turnbull & Turnbull, 1986).

A number of barriers have been suggested as the root of limited parental involvement with educational planning generally and transitional planning specifically (Schutz, 1986). Unfortunately, previously conducted research has offered little hope of explaining these barriers in terms that lend themselves to the development of interventions that can be realistically employed by practitioners (Gottlieb, Corman, & Curci, 1984; Phelps, 1986; Wicker, 1969). For example, researchers have attempted to describe parental participation by focusing on the number of parents attending meetings (e.g., Scanlon, Arick, & Phelps, 1981) or by developing categories for the types of participation engaged in, such as informed vs. uninformed, active vs. passive (Shevin, 1983). Other research has focused on the identification of variables associated with non-participation, such as socioeconomic status, presence of older children, children with more severe disabilities, marital status, and racial membership (Weber & Stoneman, 1986).

It would appear that much of the research concerning parental participation may have limited value when one is attempting to develop practical interventions to improve participation. For example, practitioners may encounter difficulties in attempting to increase participation by focusing on parental income, marital status, or ethnicity. The usefulness of the parent participation research literature is also reduced due to methodological weaknesses as demonstrated by the frequent use of either a single case methodology or the overwhelming use of non-random, subject selection procedures.

Theory of Reasoned Action

Given the frame of reference described above, the first task associated with the studies currently being conducted was to identify a theoretical construct and related methodology that would potentially produce more useful information regarding parent-professional interactions. The Theory of Reasoned Action (Ajzen & Fishbein, 1980); Fishbein & Ajzen, 1975) was selected as the theoretical construct to be utilized in this research program. The Theory of Reasoned Action predicts and explains intentions to perform behaviors, and behavioral categories. Behavioral intentions are held to be determined by two factors: (a) attitude toward the behavior, and (b) perceived social pressure to perform the behavior. These two determinants of intention mediate all external variables such as socioeconomic status, income, education, and ethnicity. The relationship among behavior (B), intention (I), attitude (A), and social norm (SN) is expressed:

$$B = I = A + SN$$

Attitude is determined by a set of beliefs about outcomes of performing the behavior and a set of corresponding evaluations of each outcome. Social norm is determined by a set of beliefs that certain referents desire the performance of the behavior, and a corresponding motivation to comply with each referent. It is the belief structure underlying attitude and norm which give the theory significant explanatory power.

Employing the Theory of Reasoned Action, a parent (or a professional) would decide to engage in cooperative decision making (i.e., form the intention) because he or she believes that it would be "good" for them (i.e., attitude toward the behavior) or because they believe people important to them would want them to perform the behavior (i.e., subjective norm). In other words, beliefs form the basis for attitudes toward a behavior, which in turn influence the intention of performance or non-performance of the behavior.

Status of Present Research

Presently, two research studies are being implemented that utilize the Theory of Reasoned Action. The purpose of Study 1 is to elicit professional beliefs and attitudes about their participation as equal partners with parents in the educational/transitional decision-making process for secondary special education students. Conversely, the purpose of Study 2 is to elicit parental beliefs and attitudes about their participation as equal partners with professionals in the educational/transitional decision-making process.

The results obtained from a pilot belief elicitation study of professionals' attitudes toward parental participation in transition planning verified the explanatory power of the Theory of Reasoned Action. Specific preliminary results included:

1. The issue of parental involvement as equal decision makers in transition planning was highly salient for all three professional groups (i.e., special education, vocational education, and vocational rehabilitation).
2. Special educators tended to report greater positive outcomes associated with parental involvement with transition planning than vocational education and rehabilitation personnel.
3. Vocational rehabilitation personnel expressed the most support for the role of parents as equal decision makers in the transition planning process (followed by special education and vocational education personnel). However, rehabilitation personnel also expressed more

reservations associated with parental involvement with transition planning than the other two groups.

4. Vocational educators appeared to be the least informed and the least involved in transition planning for students with special needs.
5. Frequently cited reasons for limiting parental involvement were (a) to avoid goal conflicts between professionals and parents; (b) to avoid goal conflicts between the child and parents; (c) a belief that parents lacked adequate information concerning the service system to participate effectively in planning decisions; and (d) a lack of planning time to communicate effectively with parents.
6. Frequently cited reasons to engage parents more effectively in planning activities included (a) parental knowledge of the child's interests and abilities, and (b) the potential for parents to interfere with program implementation if they were not informed of, and in agreement with, the objective of the program.

The results obtained from a pilot belief elicitation study of parental attitudes toward their participation in transition planning included:

1. The issue of parental involvement as equal decision makers in transition planning was highly salient for parents.

2. A frequently cited reason to engage in planning activities included their knowledge of their child. However, with social norms in mind, parents also indicated an interest in engaging in planning activities because it was "expected" by other parents and community members (e.g., clergy).
3. Frequently cited reasons for limited involvement in planning activities include an expressed desire to leave decisions to the "professionals" and a perceived lack of influence in the decision-making process.

Although tentative, the pilot study results are encouraging. It is believed that the two studies currently being conducted will indeed yield information that may be utilized to design interventions (focused both on professionals and parents) to improve future partnerships. Anticipated results should identify factors that would lend themselves to intervention strategies to reduce *inaccurate* beliefs which contribute to negative parental (or professional) intentions to participate in transition planning and possible reforms of the planning process to reduce *accurate* beliefs that contribute to limited parental (or professional) intentions to participate in transition planning and possible reforms of the planning process to reduce *accurate* beliefs that contribute to limited parental (or professional) involvement in the transition planning process.

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CO-WORKER INVOLVEMENT RESEARCH PROGRAM

Frank Rusch

The supported employment model has resulted in increasing numbers of workers with handicaps being employed in integrated settings in the community (Rusch, 1986). One source of support is provided by co-workers in the employment setting. The nature and the extent of co-worker support provided to target employees has been identified through a review of the relevant literature (Rusch & Minch, in press; Shafer, 1986; White, 1986), as well as an analysis of existing supported employment programs (Minch & Rusch, in press; Rusch, Minch, & Hughes, 1988).

Identification of co-worker functions consisted of the following process. An initial review of empirical studies conducted in competitive employment environments (Rusch & Minch, in press) identified five discrete functions that co-workers appear to serve in applied setting; validating instructional strategies, collecting subjective evaluations, implementing training procedures, collecting social comparison information, and maintaining behavior.

Subsequently, Minch and Rusch (in press) examined co-worker involvement data from 31 supported employment programs in the state of Illinois. Data on co-worker support provided to 33 target employees had been collected by 15 agencies that provided supported employment services to target employees. Results of this investigation indicated that target employees received support from co-workers, including training, associating, befriending, advocating, data collecting, and evaluating. Additionally, statistical analysis indicated that specific co-worker functions were significantly associated with selected employee adaptive behaviors, as scored on the Vocational Assessment and Curriculum Guide (VACG) (Rusch, Schutz, & Agran, 1982). These findings demonstrate that high-producing target employees appear to receive more training from co-workers, in addition to having more friends and associates. Low-producing target employees had more advocates. Target employees who were more independent had more friends, whereas target employees who were less independent had more co-workers who collected data. Additionally, target employees with high behavior and social skills scores on the VACG had more co-worker associates and friends, respectively.

This research then led Rusch, Minch, and Hughes (1987) to conduct personal interviews with ten employers in the Champaign-Urbana, Illinois, area. Co-worker functions identified in that study are listed in Table 1.

Table 1

Percentage of Employers Identifying the Acceptability in Their Job Sites of the Following Co-worker Functions

Function	%
Serves as normative reference -- co-worker's performance is observed to develop standard for acceptability	90
Evaluates employee performance when serving in position of immediate supervisor	90
Serves as advocate by:	
1. providing more information about specific job when serving in position of immediate supervisor	90
2. participating in IWRP meeting	60
3. serving as substitute on job for employee	10
Interacts socially with employee -- pairing co-worker with new employee to:	90
1. demonstrate job tasks	50
2. answer questions	40
3. provide information	30
4. show new employee around	20
Maintains work behaviors by:	
1. switching job tasks with employee to enhance performance	40
2. providing peer pressure	20

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ASSESSING AND FACILITATING EMPLOYERS' POSITIVE ACCEPTANCE OF EMPLOYEES WITH HANDICAPS

Adelle Renzaglia

Vocational training for persons with disabilities is beginning to emphasize employment in community businesses and industries. Attempts have been made to identify relevant variables that effect the integration of individuals with handicaps into community vocational placements. One such variable is the relationship between attitudes and characteristics of prospective employers. Devising an instrument that could assess this variable was the focus of this effort.

Much of the previous research aimed at assessing employer and business-related variables has been concerned with the size and type of business. Studies have concluded that large businesses held more positive attitudes toward hiring employees with disabilities than did small businesses. The studies were inconclusive with respect to differences in employer attitudes among different business types. Only a few studies have been conducted to investigate the relationship between employer characteristics and attitudes. The type of disability evaluated has varied from study to study, which may have been one factor that caused the findings to be contradictory and inconclusive. Studies that have explored

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the relationship between disability types and employer attitudes have also found no conclusive trends concerning the receptivity toward any one type of handicapping condition.

The purposes of this research effort were to design a valid and reliable procedure for measuring the level of acceptance of employers toward employment alternatives and adaptations for persons with severe handicaps. In addition to an evaluation of acceptance levels, demographic information that may be correlated with positive or negative acceptance levels will be obtained.

An initial draft of the Business/Employer Assessment Instrument (BEAI) was constructed using information obtained from employer interviews, previous research, and feedback from a panel of experts. The BEAI includes four parts: (a) demographics, (b) knowledge, (c) perceptions, and (d) behavior. After the BEAI was constructed, employers were identified and selected from a list of businesses that employed persons in janitorial, food service, or manufacturing positions. Forty-five employers were selected and contacted (15 in each job type). The BEAI was mailed with an introductory letter, a feed-back form, and a self-addressed, stamped envelope to each of the 45 employers who had agreed to participate in the pilot.

A 62% employer response rate was obtained. Analyses of the responses to the BEAI were conducted on each of the four parts of the instrument parts of the instrument (demographics, knowledge, perception, and behavior). Scale totals were calculated for Parts II, III, and IV of the BEAI. Item-to-total scale correlations were calculated to identify scale items that should be eliminated. Cronbach's Alpha reliability index and corrected item-to-total correlations were also calculated to identify additional items that should be withdrawn.

The results of the data analysis procedures indicated that the BEAI is reliable and the individual scales are measuring unique and not overlapping aspects of employer acceptance of employees with disabilities. The responses of those surveyed to the requested feedback concerning the clarity of instructions and comprehension of the items was generally positive, with the amount of time necessary to complete the instrument ranging from 20 to 35 minutes.

SOCIAL ECOLOGY OF THE WORKPLACE: IMPLICATIONS FOR YOUTH WITH MILD AND SEVERE HANDICAPS IN THEIR TRANSITION FROM SCHOOL TO WORK

Janis Chadsey-Rusch

There were several purposes of the present study: (a) to provide an assessment of the types and frequencies of social behaviors being used by secondary-aged youth with mild and severe handicaps, (b) to compare the patterns of these interactions to the social interactions exhibited by nonhandicapped co-workers (Chadsey-Rusch & Gonzalez, in press), and (c) to identify possible social skill areas that might need remediation before youth leave high school.

Comparison Sample

The comparison sample was composed of eight nonhandicapped workers; their interaction patterns have been described in previous research (Chadsey-Rusch & Gonzalez, in press; Chadsey-rusch, Gonzalez, & Tines, 1987). Essentially, the nonhandicapped subjects worked at the same time and performed similar jobs as a group of handicapped workers. The nonhandicapped workers were observed during arrival at work, lunch, break, and two work periods, and narrative recording procedures were used to describe their social interaction patterns. All subjects were observed five times during each condition (e.g., arrival) across seven competitive employment sites (six food service sites and one light industrial site), for an approximate total of 5.5 hours per subject.

Sample of Students with Mild Handicaps

Nine students with mild handicaps were observed in the present study. Their average IQ was 73.2, average age was 18.5 years, and, according to their AAMD classification, six were mildly mentally retarded, one was learning disabled (LD), one was mild/LD, and one was LD/BD (behavior disordered).

The same observation, recording, and coding procedures used for the comparison sample were used for the students classified as mildly mentally retarded. However, none of the students were involved in work experience programs or vocational placements in the community. Consequently, the students were observed during arrival at school, at lunch, and during an instructional time with their teacher. All teacher observations were conducted in segregated classrooms with special education teachers (four of the students, however, were also enrolled in classes with nonhandicapped peers).

Comparisons between the nonhandicapped workers and student with mild handicaps were analyzed descriptively along four dimensions: (a) task vs. nontask interactions, (b) directions of interactions, (c) purpose of interactions, and (d) purpose of interactions by condition.

Results and Implications

While in school, the sample of students with mild handicaps resembled nonhandicapped workers along the dimension of task vs. nontask interactions; that is, workers were involved primarily in task-related interactions during their work periods and were involved in nontask related interactions during break and lunch, and when they arrived at work. The students also were involved in more social, nontask related interactions during lunch; their task-related interactions occurred during their interactions with their teachers and when they arrived at school.

Workers interacted very little with their supervisors, and when they did, the majority of their interactions were task related. The students, however, were involved in more interactions with their teachers than with their peers, and these interactions were nearly all task-related (94%). Students initiated only 4% of the interactions with their teachers. In interactions with peers, students initiated fewer interactions with nonhandicapped peers (38%) than with handicapped peers, and received fewer initiations from their nonhandicapped peers (30%) than from handicapped peers.

Overall, students were involved in more interactions where the purpose was to direct, question, criticize, praise, and inform than were workers on the job. This is not surprising, because we would expect these kinds of interactions to be used by teachers in the classroom. It is important to note, however, that observers recorded few instances when workers on the job were criticized or praised. As students make the transition from school to work, they will need to be able to work without this type of overt feedback.

Another interesting finding was that few students were involved in very many teasing and joking interactions. In the workplace, 22% of all the workers' interactions involved teasing and joking. In school, only 8% of students' interactions involved teasing and joking. Because many of the observations were conducted in the classroom, it is possible that this context constrained teasing and joking interactions; however, the students teased and joked less during lunch than did the nonhandicapped workers. Because teasing and joking interactions seem to occur frequently in the workplace, this may constitute a social skill area that needs intervention.

Overall, there did not seem to be remarkable differences between the students with mild handicaps and the nonhandicapped workers along the social skill dimensions analyzed thus far in the present study. In fact, the social skills of the students we observed seemed to be quite appropriate for the context of high school. An important implication from this study, however, would be to see how or if the behavior of these students changed once they entered the workplace. Since the social context of work is different from that of school, it is difficult to make comparisons between the two and predict whether or not students will utilize effective social skills once they get a job. Unfortunately, none of these high school students was involved in any type of community work experiences. It would seem to be critical to make certain that all students with mild handicaps are involved in some type of direct work experience in the community before they leave high school. Certainly, the best place to determine whether youth of transition age have appropriate work-related social behaviors is to assess them when they are on the job.

Sample of Students with Severe Handicaps

Ten students with severe handicaps and an average age of 18 years were observed in the present study. Only two IQ scores ($\underline{M}$ = 23) were reported for the sample; three of the students were classified as severely mentally retarded, and seven were classified as severely and profoundly mentally retarded. Six of the students were ambulatory, five of the students were involved in verbal communication programs, and five of the students were involved in augmentative communication programs.

The same observation procedures used for the comparison sample were used for the students with severe handicaps. Unlike the students with mild handicaps, all but one of the students with severe handicaps were also observed during community-based vocational training experiences. The jobs the students performed consisted of cleaning cable boxes, preparing and filling liquid-soap dispensers at a janitorial supply company, stamping envelopes at a nonprofit organization, and watering plants at a library. All of the students attended a segregated class at an integrated junior high school.

Comparisons between the nonhandicapped workers and the students with severe handicaps were analyzed descriptively along the same four dimensions used to analyze the data from the students with mild handicaps: (a) task vs. nontask interactions, (b) directions of interactions, (c) purpose of interactions, and (d) purpose of interactions by condition.

Results and Implications

Although workers were involved in slightly more task-related interactions than nontask-related interactions (51%), students with severe handicaps were involved in many more task-related interactions than nontask interactions (82%). In addition, these task-related interactions dominated all four observation conditions (arrival, vocational, teacher, and lunch) for the students with severe handicaps, whereas most task-related interactions for workers occurred primarily during their work periods.

On the job, workers interacted more with their co-workers (79%) than with their supervisors. However, the students with severe handicaps were involved in interactions with their peers (both handicapped and nonhandicapped) only 1% of the time, and 69% of these interactions were task related. Overall, 95% of the interactions were teacher initiations to students.

Because of the amount of instruction that takes place in school, the students were involved in many more interactions than workers on the job. Like the sample of students with mild handicaps, the students with severe handicaps were involved in more interactions where the purpose was to direct, question, criticize, praise, and provide information. Although this pattern of interactions occurred throughout all four conditions, two conditions are of particular importance because of their implications for transition: vocational training and lunch.

During vocational training, the students received many task-related directions, information, questions, and praise from teachers, which implies that the students were not very independent on the job. If students are to learn to perform job tasks as independently as possible, teachers will have to reduce the amount of instruction and feedback that they give to students -- particularly when the students are close to graduation. Well-trained students who can perform job tasks without a lot of direct instruction are more likely to be able to make a smooth transition from school to work.

Interestingly, even during lunch, students were primarily involved in interactions where the purpose was to question, direct, and provide information. Again, these interactions were mostly task related. Because workers on the job are likely to engage in a variety of nontask-related interactions (particularly during break, lunch, and arrival), it may be important to teach more of these types of interactions to students who have severe handicaps. Although nontask interactions may not be crucial for job acquisition and maintenance, they certainly are important for establishing social support and friends on the job. Thus, in order to facilitate the transition from school to work for students with severe handicaps, teachers may want to decrease their social interactions that are task related and increase those that are nontask related.

NEW PROJECT ORIENTATION

Jane Dowling

The Transition Institute at Illinois was funded in 1985 through the Office of Special Education and Rehabilitative Services (OSERS) for five years under Section 626 of Public Law 98-199. The major objectives of Section 626 follow.

1. To strengthen and coordinate special education and related services for youth with handicaps currently in school or who recently left school to assist them in the transition to postsecondary education, vocational training, competitive employment (including supported employment), continuing education, or adult services;
2. To stimulate the improvement and development of programs for secondary special education; and
3. To stimulate the improvement of the vocational and life skills of handicapped students to enable them to be better prepared for transition to adult life and services.

The purpose of the Institute is to assist in evaluating and extending the impact of the federal transition initiative. In order to study issues and problems related to secondary education and transitional services of persons with handicaps, the Institute has established the following goals:

1. To provide technical assistance on evaluation methods

to OSERS-funded secondary and transition projects;

2. To collect and analyze project data related to project characteristics, processes, and outcomes;
3. To review and synthesize relevant literature on transition and evaluation;
4. To foster communication among project personnel; and
5. To conduct a program of research on evaluation.

In order to accomplish these goals, three programs have been established within the framework of the Institute. The Intervention Research Program focuses upon developing new methods (interventions) that will enhance youths' transition from school to employment. The Evaluation Research Program focuses upon evaluating intervention effectiveness. The Evaluation Technical Assistance Program provides evaluation technical assistance to the federally funded secondary and transition model demonstration projects.

The Project Director's Annual Meeting provides an opportunity for the principal investigators involved in each of these programs to present their current research activities and findings. The results of research activities are published throughout the year in Institute publications which are disseminated to all the project directors. The Institute also publishes a quarterly newsletter, Interchange.

Dissemination through the HEATH (Higher Education and Adult Training for people with Handicaps) Resource Center is an OSERS requirement for the postsecondary projects. The address for contacting HEATH is One Dupont Circle, NW - Suite 800, Washington, DC 20036-1193; 1-800-544-3284. Secondary transition projects may be interested in contacting the National Information Center for Handicapped Children and Youth for dissemination of project information. The address for contacting NICHCY is 1555 Wilson Blvd., Suite 508, Rosslyn, VA 22209; (703) 522-3332.

FEATURED PROJECT PRESENTATIONS

1. Projects Involving Persons with Severe Handicaps

Project Origins

James Gittings, University of Arizona, Tucson, AZ

Project Origins is a joint effort by the Arizona State Museum, the Division of Special Education and Rehabilitation at the University of Arizona, and the Southern Arizona Pilot Parents Association to address issues of transition for youth with severe handicaps.

The goal of the project is to utilize the discipline of archaeology as a matrix for job skills training, social integration, and the development of long-term employment possibilities for students with severe handicaps.

The goal of the presentation is to provide an overview of the first phase of the project, to present breifly the theoretical model in which the project exists, and to discuss the implications that this type of project might have for future projects.

The format is a lecture and slide presentation given by members of the three cooperating agencies: James Gittings, Division of Special Education and Rehabilitation, University of Arizona; Christian Downum, Arizona State Museum, University of Arizona; and Richard Vandemark, Southern Arizona Pilot Parents Association.

Transition Skills Development for Youth with Severe Handicaps

Glen Maxion, Grossmont Union High School District, El Cajon, CA

The Grossmont Transition Project aims at moving individuals with severe handicaps, including those who are deaf-blind, from school to employment and quality adult lives. The project serves approximately 220 clients ages 14-6 to 22 years. A major goal of the project is the transition of one-third of each year's graduates into a minimum of 15 hours/week paid community-integrated work. A strong community-based instructional component, agency coordination, and parent and professional inservice are emphasized.

During the first year the project:

- Joined with Workability, work experience and vocational counseling services, to establish a Special Education Career Center and vocational education delivery system.

- Established and implemented district procedures for developing written vocational and transition plans on all students with developmental disabilities, ages 18 to 22.
- Coordinated with agencies throughout San Diego that are concerned with supported work to develop a generic parent/teacher handbook on transitioning students with developmental disabilities from school to adult services.
- Monitored and facilitated increases in the numbers of students and time spent by students in community-related instruction in the areas of mobility, shopping, leisure, and community work.
- Coordinated with administrators and representatives of local agencies serving individuals with developmental disabilities to expand adult supported work and integrated work activities, and to establish transition and evaluation procedures. Eight of the 30 graduates were transitioned the first year into community-integrated work activities, including four individual supported work placements. Agency commitments have been made to develop three additional individual supported work placements and to develop integrated work enclaves for other identified students.

2. Postsecondary University Projects Involving Persons with Learning Disabilities

LD Transition Project

Lynda Price, University of Minnesota, Minneapolis, MN

This presentation will focus on the LD Transition Project, a three-year federally funded research-demonstration project located at the University of Minnesota. The project seeks to identify learning disabled high school students and facilitate their transition to postsecondary institutions. The Project is a collaborative effort among the University of Minnesota--General College, Minneapolis Community College, Minneapolis Technical Institute, LDA Reading and Math Clinic, and the Minneapolis Public School.

Project activities are accomplished with the assistance of on-site transition counselors who work with LD students and their families as they move from their junior and senior years to enrollment in a chosen vocational or academic postsecondary institution. The transition counselors provide valuable support in terms of future career exploration, suggestions for continued LD services, goal-setting as it relates to the student's individual learning disability, and specific skill development needed for success in postsecondary environments.

The presentation will describe identification and selection of student participants, suggestions for effective transition documentation, specific techniques and strategies helpful in the transition process, and considerations concerning academic and career planning and implementation.

One of the Project's major activities is to gather empirical data to answer various descriptive research questions, such as: How similar are the LD student/participants in certain, pre-determined characteristics (e.g. career interest, knowledge about their disability, and advocacy skills)? Will the Project's intervention model increase the awareness of appropriate postsecondary options? Does a consistent transition intervention model increase the likelihood for retention of LD students in a postsecondary setting?

Preliminary data will be shown in terms of level of services (i.e., amount of mainstreaming), current LD service delivery, recommended LD services for next year, self-perceived academic strengths and weaknesses, and self-perceived vocational strengths and weaknesses.

Learning Disabled Writers' Project

Terence Collins, University of Minnesota, Minneapolis, MN

This presentation will give a brief overview of the design of the Learning Disabled Writers' Project in the University of Minnesota, focusing on research design, dissemination, and evaluation. The population served and studied will be outlined; the target audiences of dissemination will be noted; evaluation procedures, instruments, findings, and outcomes will be presented.

The evaluation (performed by a persons external to the project staff) examines performance in each of the eight performance objectives from the work plan and documents progress. Copies of the 1985-1986 evaluation report (by Trudy Dunham) will be available.

3. Postsecondary University and Community College Projects

Project CLASS

Irwin Rosenthal and Bernard Katz, New York Univeristy, New York, NY

This presentation will describe the various evaluative strategies used in Project CLASS, both formative and summative, to assess the degree to which project goals were achieved.

The emphasis of this presentation will be on demonstrating the value of a multidimensional approach to assessment in

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understanding change and growth and development in a learning disabled student population. Thus, there will be an analysis, integration, and comparison of different approaches to evaluation that were used in the project -- statistical analysis of objective test data, participant-observer generated data, and phenomenological data resulting from in-depth interviews -- for the purpose of highlighting the differential contributions of each of these methodologies.

Evaluation presented as a system-based approach in which group data are interpreted and enriched by an analysis of the individual, the demands of the situation, and the influences of the larger society. It is hoped that this approach makes the evaluation process more meaningful and readily accessible to interpretation and application for future programs.

Redirecting Vocational Training to the Community College

Bert Flugman and Dolores Perin, City University of New York, Graduate School, New York, NY

The Integrated Skills Training Program in the continuing education department of LaGuardia Community College provided vocational training to urban learning disabled and mildly retarded special education school leavers who typically did not have high school diplomas. The results of the project lead us to believe that this postsecondary setting has much to offer learning disabled and mildly retarded young adults.

This project provided the following activities over a one-year period: vocational training in the area of office skills; basic reading, writing, and math skills correlated wtih vocational training; career-related interpersonal skills development; basic skills tutoring; regular on-campus work experience; counseling concerning career and personal issues; and an off-campus job internship for one college quarter.

We will report on the results of our evaluation of the effect of each major program component on students. Evaluation procedures included pre-post ratings of competency attainment in the basic, occupational and interpersonal skill areas, pre-post measures of reading and self-concept, work-study site evaluations, and post-program follow-up of students.

In addition to reporting on each program component and the program's impact on students, we will outline several issues that the project faced and how we attempted to deal with them. Issues to be discussed relate to:

Selection -- Should selection be based upon ability to grow in the program or upon predicted ability to gain entry level employment?

Curriculum -- To what extent should training be occupationally specific as opposed to focused on more general basic (reading/math) and interpersonal skills?

Counseling -- How can accommodations be made in a transition career counseling model to take into account the social service needs of urban disadvantaged disabled youth?

Program Outcomes -- Should the program accept as desirable any of a number of multiple outcomes (employment, movement on to further training, enrollment in an educational program)?

4. Replication and Systems Change Projects

A Strategy for Replicating Model Programs

John McDonnell, University of Utah, Salt Lake City, UT

This session will describe the strategies and procedures used to replicate the Utah Community-Based Transition (UCBT) Project's high school model for students with moderate and severe handicaps. The UCBT model has been adopted by 10 school districts and 14 high schools in the state of Utah. Through a cooperative agreement between the Utah State of Office of Education and the Department of Special Education at the University of Utah, the UCBT model will be replicated in an additional 12 school districts over the next three years. The specific areas to be addressed are developing consumer interest in a model program, selecting sites for replication, and guidelines for training and technical assistance.

Illinois Transition Project: Statewide Systematic Issues and Resolutions

Paul Bates, Southern Illinois University, and Richard P. Schutz, University of Illinois at Urbana-Champaign

The Illinois Transition Project is an interagency initiative for developing more effective transition planning and service delivery options for youth with special needs. As part of this project, a Transition Assistance Committee consisting of personnel from the Illinois State Board of Education, Department of Rehabilitation Services, Department of Mental Health and Developmental Disabilities, and the Governor's Planning Council on Developmental Disabilities was formed to examine the systemic issues related to cooperative planning, the expansion of transition-related services, and the evaluation of service outcomes. In addition, 10 pilot transition projects have been developed in Illinois to address transition issues at regional and local levels of service delivery. This presentation will review the issues being addressed and specific efforts being implemented to improve transitional services throughout the State.

5. Employment Option Projects

Young Adult Institute Project Employment Program

Patricia M. Catapano, Young Adult Institute, New York, NY

The Young Adult Institute's Project Employment Program (PEP) is an OSERS-funded school-to-work transition program that is completing its third year of operation. PEP operates within the New York City board of Education's Manhattan Occupational Training Center and facilitates the transition of 30 students, ages 18 - 21, to employment each year.

This presentation will provide an overview of several key components of the project: working within a Board of Education school; developing a Vocational Needs Assessment and Employment Curriculum; facilitating family involvement; developing a marketing strategy for job development; and establishing a Business Advisory Board. The presentation will also provide information regarding data collection and program evaluation as well as demographic and placement characteristics of the individuals who have been served since the program's inception. This information will be discussed in relation to placement data for the school's students before PEP's implementation.

Community Action Agency

Sandra Copman, Action for Boston Community Development, Inc., Boston, MA

Action for Community Development Boston, Inc. is a private nonprofit community action agency with an antipoverty mission. It serves multidisabled urban youth aged 14 to 22 who are primarily physically disabled and are from low-income families. The Project provides community-based training after school, weekends, and summers for small groups of youth. The focus is on job exploration and preparation as well as on job training. Activities include transportation training, life skills workshops, and socialization skills. In addition, the agency provides counseling and health care referrals.

This presentation includes identification of barriers to effective transition and a description of the client file system (intake, client profiles, ITP, amendments to ITP, progress charts, case studies, and follow-up reports). Finally, findings from the first year and directions for the second year that are based on those findings will be discussed.

6. Postsecondary Projects

Northern Illinois Postsecondary Education Project (NIPEP)

William D. Bursuck, Northern Illinois University, DeKalb, IL

The goal of the Northern Illinois Postsecondary Education Project (NIPEP) is to develop, refine, and field test a model for the delivery of student services for persons with learning disabilities. Demonstration sites include 17 Northern Illinois community colleges and Northern Illinois University. The project facilitates: (a) campus awareness, (b) service referral systems, (c) identification/assessment of learning disabilities, and (d) development and implementation of a personal education plan for learning disabled students. The NIPEP model assumes that each of these points must be addressed to offer a comprehensive system of service delivery that meets the diverse needs of LD students in postsecondary education programs.

The general objectives for the NIPEP model are: (a) to develop a regional system of comprehensive services for LD students; (b) to implement the NIPEP model in three Northern Illinois community colleges and at Northern Illinois University during year 1; (c) to replicate and evaluate the NIPEP model in 14 new Northern Illinois community colleges during years 2 and 3; (d) to include competencies related to service delivery for postsecondary LD students into existing and new preservice teacher education program courses at Northern Illinois University; and (e) to provide ongoing inservice training and technical assistance to additional community colleges and universities throughout Illinois with respect to model development, implementation, and evaluation.

This presentation will focus on the major steps used by NIPEP to provide technical assistance to participating postsecondary schools. Methods of evaluating project effectiveness will also be discussed, along with preliminary evaluative data collected during the first year of the project.

ACCESS Project

Ninia Smith, Fort Hays State University, Hays, KS

The ACCESS project is designed to facilitate effective transition from secondary education to appropriate postsecondary education for disabled students and to promote successful learning experiences for these students. The project serves students who are learning disabled, physically handicapped, emotionally disturbed, hearing impaired and deaf, and visually impaired and blind.

There are three major components of the project: Identifying disabled secondary students and advising them and their parents, counselors, and teachers of the options and opportunities for postsecondary education; providing support and technical assistance to postsecondary agencies and institutions to promote availability of appropriate services for disabled students; and facilitating support to disabled students to encourage responsibility and self-reliance.

The evaluation in year one was primarily correlation of pre and post surveys, including: (a) assessment of attitudes and knowledge regarding postsecondary education for disabled students, (b) faculty awareness about disabled students, (c) student progress in the two-week seminar, and (d) skills acquired in life and career planning. Findings suggest that: (a) attitudes and knowledge did increase following "awareness nights," with the least gain shown by parents; (b) faculty knowledge and willingness to work with disabled students showed wide variance in responses, with no significant evidence; (c) there was no increase in sense of control and ability to cope as a result of the two-week seminar; and (d) there was a gain in skills in life and career planning.

7. Projects in Postsecondary Vocational and Employment Settings

A Receptive Work Environment for Employees with Disabilities

Greg R. Weisenstein, University of Washington, Seattle, WA

Both special education and rehabilitation programs have prepared disabled individuals for employment by focusing most of their attention on readiness of the individual for work. When the focus of services has not been on the individual, it has usually been directed to supporting the disabled worker through the use of human service workers outside business. This system tends to encourage dependency of the disabled worker on the system and the employing company on the human service worker who is supporting the placement.

Employer dependency as well as disabled-employee dependency is created when adult human service workers assume responsibilities normally assigned to first-line supervisors and personnel department staff. These responsibilities include extended job training, promoting positive co-worker relationships, and trouble-shooting employee problems. After these responsibilities have been assumed by an adult human service worker, considerable disruption is created when the service worker closes the case and discontinues his or her support. At this point managers find themselves unprepared, and often unwilling, to step into the role of providing support services to the disabled employee. Consequently, the majority of job failures for recently placed disabled workers occur at this time, that is, 60-90 days after initial placement.

This presentation explores the problems related to creating a receptive work environment for disabled employees. A random sample of 2,000 personnel managers and 2,000 first-line supervisors in the United States were surveyed to determine their needs for information and skills relative to the supervision of disabled workers. Results indicated definite areas of information and skill needs which supervisors felt to be essential to their role of working effectively with disabled employees. Training materials were developed and field tested with supervisors. Preliminary indications are that employer training has served to enhance the hiring and employment maintenance of employees with disabilities.

Enhancing the Transition of Mildly Mentally Retarded and Learning Disabled Postsecondary Students into Gainful Employment

Jim Brown, Univeristy of Minnesota, MN

This project (1984 to 1987) focused on the following activities: (a) revising and field-testing instruments designed to identify, monitor, and provide curriculum-based assessment data about students who might have difficulty making the transition into, through, and out of postsecondary vocational training programs; (b) identifying, analyzing, and recommending revisions of state policies that impact postsecondary vocational special needs learners; (c) examining the feasibility of using computer-aided instruction as an additional mechanism for enhancing students' math and reading skills; and (d) developing and field-testing a workshop curriculum that could be used to assist personnel within business and industry to provide additional training and support services for workers who have disabilties.

As a result of this Project's activities, it has been shown that instructors believe that the nature of students' intrinsic and extrinsic motivation attributes affect students' performance within their training programs almost as much as their cognitive ability levels. In addition, students' levels of satisfaction with their training programs are influenced more by their instructors than any other factor. These findings are now being used to develop additional assessment tools and processes to evaluate students' affective characteristics prior to (and after) their entry into postsecondary vocational training programs in order to maximize their successes within their training activities.

8. Interagency Cooperation Projects

Project VAST

Raymond C. Graesser, Department of Education, Commonwealth of Virginia, Richmond, VA

Project VAST focuses on:

(1) Interagency planning for service delivery related to transitional services among agencies at state and local levels

(2) The establishment of a State Interagency Transition Task Force (SITT) to develop a transition process that integrates and develops case management procedures among service providers

(3) The implementation and evaluation of the transition planning process and service delivery procedures developed by the SITT at the local level in 12 pilot sites

(4) The provision of transitional programs and services using the coordinated interagency case management procedures developed by the SITT for up to 300 youth and young adults representing all categories of disabilities

(5) The development of a computerized transition resource information system for the state which identifies resources to meet the transition needs of students with disabilities

(6) The development of a computerized tracking and follow-up system which will assist state agencies to track individuals with disabilities through the state's service delivery system and provide follow-up information on each individual's success

(7) The involvement of consumers and their parents, employers, and human service professionals in the development and implementation of a formal transition planning process

(8) The commitment by all cooperating agencies to the development and implementation of formal interagency agreements which define roles, responsibilities, service delivery components, and funding related to transitional planning and case management services

The Project VAST evaluation design focuses on four major program components: (1) the establishment of the SITT, (2) the implementation of transitional service procedures developed by the SITT, (3) the development of a transition information system, and (4) the development of statewide interagency agreements for transitional services.

Project HIRED (Handicapped Interagency Rural Employment Development): A Cooperative Planning Project

Michael Peterson, Mississippi State University, Mississippi State, MS

Project HIRED is an interagency planning project that works with two public school systems and vocational rehabilitation, developmental disabilities, and other related agencies to improve placement and employment outcomes for handicapped students and to improve the qulity and availability of transition services received by handicapped students.

The project is being implemented in three major phases. Phase I (year one) involved planning and development of a comprehensive model of transition. At the end of this first year a Transition Guide was produced. Phase II (Years 2-3) involves continued planning and implementation of the model. Inservice, consultation by project staff, continued materials development, and ongoing planning and coordination meetings of the Community Council are being used to facilitate systems change. Phase III (Year 3) will involve replication and dissemination of the model via inservice and technical assistance with three other communities in the state and a statewide conference.

The project has developed a K-adult transition model that focuses on the following services: functional, interagency individualized service plans; vocational/career assessment (K-adult); functional life skills curriculum for special education; vocational education and training; work experience/work adjustment; job placement and supported employment; community access and alterantive living arrangements; and parent support and training.

9. Community Integration and Quality of Life

Practical Procedures for Measuring Quality of Life in Residential Support Programs

Robert H. Horner, University of Oregon, Eugene, OR

Residential programs providing support to people with severe disabilities seldom have systems in place to assess the impact of their support on resident lifestyles. We have developed a series of practical instruments for monitoring the activity, patterns, and social networks of people receiving 24-hour residential support. The formats of these instruments and their use in community programs will be presented. A major focus will be on shifting "evaluation" from an external function to a process that is repetitive and ongoing with local programs.

EXCHANGE/DISSEMINATION POSTER SESSION

Youth Employment Projects

1. **Wayne A. Lindskoog, Eden Prairie, MN**

Vector is a transition program recently funded under youth employment projects to provide vocational preparation, placement, and support services to 18-21 year old mentally handicapped youth. The program utilizes a vocational-technical school campus as the focal point for daily student activities.

2. **Susan Sinkewiz, Richmond, VA**

The purpose of Project Placement is to develop, implement, and refine a model that ensures successful competitive employment for job-ready special education students exiting the public schools.

The project focuses on:

(1) the establishment of an alliance among business, industry, education, rehabilitation, and the state employment service which provides direct access to an employer network and results in a business-like approach to the placement of disabled students into public and private sector employment;

(2) interagency planning and collaboration in the development of common definitions and role descriptions related to the job placement process, among the participating agencies;

(3) the development and implementation of a job readiness assessment system that reliably matches student abilities and skills with the requirements of jobs listed by the Virginia Employment Commission;

(4) the utilization of a client tracking system for follow-up purposes;

(5) client and employer awareness and involvement in the job placement process for young adults with disabilities; and

(6) the enhancement and development of employer services provided by the participating agencies.

Postsecondary Projects: General

3. **Jeffrey A. Vernooy, Wright State University, Dayton, OH**

   The purpose of this project is to design and implement a comprehensive system of career planning and placement services for students with severe/multiple disabilities, educate employers on issues related to hiring disabled individuals, and create job opportunities.

4. **William Roth, Research Foundation of SUNY, Albany, NY**

   The purpose of the project is to make computers and their modifications in hardware and software accessible to disabled students by a directed organizational effort combining diverse elements into one model project. The project will mainstream disabled students into the computer environment of the university and prepare them for the increasingly computerized environmental society.

5. **Christy A. Horn, Lincoln, NE**

   This project provides an Educational Center for Handicapped Students that integrates the technology of computers and instruction for severely disabled college students.

6. **Marshall Mitchell, TAPS, Amarillo, TX**

   TAPS is a program of specialized courses, services, one-on-one instruction, counseling, and equipment that enables students with learning disabilities to be successful. An educational plan has been developed for all TAPS participants which will strengthen academic, social, communication, and life skills. Support services are provided on an individual need basis and consist of such things as note takers, specialized equipment, readers, the use of taped textbooks, peer tutoring, oral or taped exams, counseling, and academic planning.

7. **Judith Cook, Thresholds Research Institute, Chicago, IL**

   This project provides vocational services to mentally ill youth by integrating supported and transitional employment models.

Postsecondary Project: Mildly Handicapped

8. **Judith S. Schapiro, Old Dominion University, Norfolk, VA**

The purpose of this project, Independence -- A Step Away, is to provide support for the adult with mild mental retardation and his or her family in the transition from special education classes to the adult community through a series of courses for retarded adults, ages 22 to 55, in social/independent living skills.

9. **Juliana Corn, Queensborough Community College, Bayside, ME**

This project teaches remedial mathematics to students with learning disabilities. The project demonstrates how modification to a community college mathematics curriculum in combination with comprehensive support services can enable students with learning disabilities to complete their math requirements. It combines teacher training, use of CAI materials, interactive video tapes and peer tutoring, and counseling.

10. **Justin F. Marino, Arizona State University, Tempe, AZ**

The purpose of this project is to design, implement, and evaluate a model postsecondary demonstration project for handicapped youth. The project links youth to community-based training programs and services. The current focus of the project is on an information clearninghouse, job development and placement, and client followup.

11. **William Richards, Community College of Denver, Denver, CO**

This project will train 20 college general education faculty and 10 counselors per year in methods of identification and referral of students with learning disabilities. It also trains faculty in curriculum modification strategies appropriate for this population. Each faculty will also develop a sample of modified delivery methods.

12. **Kathy McKean, Project OVERS, Cushing, OK**

This project provides a program which meets the postsecondary vocational/technical needs of adults with learning disabilities through a model resource center at Central Area Vo-Tech. This model will be replicated in the other 24 Area Vocational-Technical Schools in the State.

Rehabilitation Services Special Project: Severely Handicapped

13. Patricia Patton, San Diego State University, San Diego, CA

Two projects will be highlighted. The purpose of the first project is to establish a Career Preparation and Training Laboratory for youth with severe learning disabilities who are transitioning from school to the world of work and general adult community. Two training components will be developed at local high schools: (1) parent support and education, and (2) transition laboratory activities and community-based vocational training for youth with severe learning disabilities.

The major objectives of the second project, which is a personnel preparation project, are: (1) to offer a Certificate of Competence Program in Supported Employment and Transition; (2) to offer a concentrated area of study in supported employment and transition for graduate students completing Master's Degrees in Special Education or related disciplines (vocational rehabilitation, school counselling and psychology, communicative disorders, etc.); (3) to initiate the development of an undergraduate certificate program in supported employment and transition for paraprofessionals; (4) to develop, produce, and disseminate model instructional materials and/or packages in supported employment and transition; and (5) to evaluate the outcome of project activities at the end of each project year.

Transition Skills Training for Persons with Severe Handicaps

14. Sandra Copman, ABCD, Inc., Boston, MA

This three-year demonstration project addresses the social, pre-vocational, and vocational needs of 25 multi-disabled Boston youth between the ages of 14 and 22. Youth who are primarily physically handicapped, low income, and racially mixed. Program services include community-based socialization training, individualized planning, on-the-job training, and job placement. Family participation activities are also included.

Secondary Transition: Service Demonstration

15. **Wendy Parent, Richmond, VA**

The purpose of the project is to provide competitive employment outcomes for youth with mental retardation by combining individualized transition planning with a supported work approach. An interagency transition planning process was implemented in five school systems. The school systems, mental helath/mental retardation agencies, and vocational rehabilitation agencies combined their services to place students selected in the transition meetings into competitive employment using a supported work model. To date, 52 individuals have been placed into supported competitive employment. The average age at placement is 20, and the IQ range is 24 to 67 (*M* = 44). The poster will include the three-year project outcomes.

16. **Margo Vreeburg Izzo and Lawrence F. Dennis, The Ohio State University, Columbus, OH**

The purpose of this three-year project is to develop an effective and permanent four-part model program that will enable handicapped vocational and work study students to participate successfully and fully in the work force or be enrolled in an adult service delivery program. The four-part model program features the development of (a) local interagency cooperative agreements; (b) individualized transition plans as a component of the individualized education plans; (c) inservice training for parents, school personnel, and support agency staff; and (d) projects with an industry component.

17. **Devi Jameson, San Pablo, CA**

This project is a model California program which focuses upon collaborative transition activities for students K-12. A video presentation will be used to highlight aspects of the project.

18. **Patricia D. Juhrs and Marcia Smith, Rockville, MD**

This project offers a model of supported employment for persons with severe behavior prblems and autism. More than 56 adults and adolescents are currently employed in approximately 28 different companies. Job coaches provide on-the-job training and conduct and monitor behavior programs developed by a behavioral psychologist. These and other supports such as speech and language therapy, psychiatric or social work consults, and special medical and neurological consults are provided for as long as the client and his or her interdisciplinary team determines they are necessary to achieve and maintain employment and community living.

19. **Greg R. Weisenstein and James Q. Affleck, University of Washington, Seattle, WA**

The Realistic Transition Project (RTP) is a joint project of the University of Washington and the Highline School District. The RTP model was designed to help mildly handicapped secondary students move from the school setting to the world of work. Central to this model are the position of transition coordinator, who provides direct services and also serves as a broker of services, and a flexible, adult approach to education which incorporates flexible daytime and evening work and training schedules.

Cooperative Models for Planning and Developing Transitional Services

20. **Stephen White, Great Falls Transition Project, Great Falls, MT**

This project is designed to provide necessary additional support services for disabled persons in their transition from school to work and adult life. The model is based on the concept of least restrictive employment, which is defined as paid community employment with maximum opportunity for job satisfaction, job security, and advancement for each participant, regardless of disability.

21. **Raymond C. Graesser, Virginia Department of Education, Richmond, VA**

Virginia's Approach to Services for Transitioning Youth and Young Adults with Disabilities (Project VAST) is an initiative to establish a formal statewide transition system for Virginia. The project is designed to provide an innovative demonstration model which establishes a process at the state and local levels to ensure that education, rehabilitation, and adult service agencies provide cooperative longitudinal transitional planning and service delivery for youth and young adults with disabilities and that these agencies collectively evaluate the effectiveness of the statewide service delivery system.

22. **Dorsey Hiltenbrand, Fairfax County Public Schools, Falls Church, VA**

The purpose of Project PACT is to design and implement an integrated service system model with the Department of Rehabilitative Services, Fairfax/Falls Church Community Services Board, and Fairfax County Public Schools to provide a continuum of transitional services and resources for youth with handicaps to work and adult life. Project components include: development of a multi-agency cooperative agreement, implementation of vocational planning guides for handicapped students, curriculum development, implementation of a collaborative training model, design and implementation of parent workshops on postsecondary services and resources, and model program development in transition and supported employment services.

23. **Lynda Price and Terence Collins, University of Minnesota, Minneapolis, MN**

Project activities are accomplished with the assistance of on-site transition counselors who work with LD students and their families as they move from their junior and senior year to enrollment in a chosen vocational or academic postsecondary institution. The transition counselors provide valuable support in terms of future career exploration, suggestions for continued LD services, goal-setting as it relates to the student's individual learning disability, and specific skill development needed for success in postsecondary environments. Parts of the intervention include site visits to the cooperating postsecondary facilities and the opportunity to take a typical freshman class at their chosen postsecondary school during their 12th or 13th year in high school.

24. **Patricia S. Tomlan, Red Rocks Community College, Golden, CO**

This project focuses on the development of a "trainer of trainers" model across nine of Colorado's community college campuses specific to the needs of learning disabled students. The project involves three concurrent components: instruction/training in identification of students, training in staff development/inservice course, and the development of a Service Delivery System which will coordinate existing services with individualized programming.

25. Jani Lambrou, Idaho State Department of Education, Boise, ID

The purpose of this project is to stimulate the development and improvement of programs for secondary special education, and to develop a system of cooperative planning and implementation of transition services through a coordinated system of local, regional, and state efforts. Four major components include: interagency working group and the exchange of personnel for various inservice and training needs; inservice training at local, regional, and state workshops; availability of mini-grants to LEAs; and development of school-based transition services in LEAs.

26. Robert A. Stodden, University of Hawaii, Honolulu, HI

The purpose of the Hawaii Transition Project (HTP) is to facilitate the successful transition of handicapped students from high school to postsecondary vocational training and employment. Working in cooperation with the State Department of Education, the Division of Vocational Rehabilitation, the Department of Health and the Department of Labor, HTP is first designing and testing models for transition services, and then assisting schools and agencies to adopt effective models as part of their ongoing services.

The cooperative planning model project addresses concerns and needs as documented nationally and as recognized in local service delivery plans for handicapped youth transitioning from secondary school to postsecondary school environments. Project activities are designed (1) to plan and operationalize a cooperative model for improving the availability and quality of transition services for handicapped youth, (2) to implement and evaluate the cooperative model as a demonstration project with handicapped youth participating within transition activities, and (3) to institutionalize effective elements of the demonstrated model, producing outcomes to be incorporated into existing service delivery structures, replicated, and disseminated.

27. Thomas Lagomarcino, University of Illinos at Urbana-Champaign, Champaign, IL

The Illinois Competitive Employment Project (ICEP) is focused on providing more effective transitional services for students with severe handicaps through the development of a cooperative agreement between two local education agencies and a local rehabilitation agency. A comprehensive transition process has been established that includes: (a) interagency collaboration, (b) individualized transition planning, (c) parental involvement, and (d) multiple community employment options.

ACTIVITIES OF THE EVALUATION TECHNICAL ASSISTANCE PROGRAM

Jane Dowling and Cindy Hartwell

The Technical Assistance Program (TA) provides evaluation technical assistance to the federally funded secondary and transition model demonstration projects. Six major activities are conducted to accomplish the goal of the TA program:

1. Review and analyze funded project evaluation plans;
2. Survey project directors for TA needs;
3. Conduct three regional evaluation workshops:
4. Conduct telephone and mail TA;
5. Conduct onsite TA;
6. Develop and disseminate topical papers.

An Evaluation Analysis Worksheet (EAW) was developed in fall 1986 in order to review and analyze funded project evaluation plans. The EAW is completed by TA staff using a project's original grant proposal and any additional information that is available at the Institute regarding the project, that is, continuation applications, TA project files, journal articles/monographs, and other products received from the project. Areas covered in the completion of the EAW include: program components, goals/effects, evaluation questions, information required, evaluation approach/method, source of information, administration schedule, analysis/interpretation procedures, dissemination plan, and management plan. As of December 1, 1987, 85 EAWs have been completed.

The EAW has facilitated the initial aggregation of data across all projects and competitions. Examination of Evaluation Approaches, for example, indicates the most common approaches being used are systems analysis, decision making, and goal-based. Further analysis of the evaluation methodology permits a comparison among final reports concerning the type of methodology that appears to be most successful in evaluating the effectiveness, efficiency, productivity, or impact of a project. For example, in some cases where projects have been unable to carry out the type of methodology originally indicated, the substitute methodology can be examined in terms of answering the evaluation question, that is, what do you do when you can't access your control group -- do you throw the question out? What are alternatives that will provide the same information?

The EAW came about not only in response to requirements of the TA activity: to review and analyze project evaluation plans, but also to fill a TA need expressed by many projects. Identifying the technical requirements of the research design was one of the three areas given the highest need for TA ratings by project directors during 1987.

Of importance on the EAW is the relationship that is established between the program components and the goals/effects and the resultant evaluation questions. Evaluation questions are often not specified in the project's grant application evaluation plan. The EAW emphasizes the identification of the key questions, and the focus of technical assistance during the past year has been on the identification of key evaluation questions. Although not conclusive, it appears that this focus has had an effect on the perceptions of project directors regarding the importance of this topic. When asked to rate the importance of "identifying key questions to be answered in forthcoming evaluation," project directors gave this topic a mean rating of 3.04 on a 4.0 scale. Last year the mean rating on this topic was only 2.53. Further support of this is shown in the results of the 1987 Needs Assessment Survey of project directors. The area of "identifying evaluation focus," which includes issues such as identifying key questions, received the highest overall importance rating.

Ratings of need for technical assistance increased in all of the general topic areas with the general area of "applying evaluation standards" receiving the highest need for TA ratings; the specific topic of applying accuracy standards received the highest TA rating of all topics. The general area of "Implementing the evaluation plan" received second highest need ratings.

When the respondents were factored out according to year of operation, there was a visible and expected shift in the evaluation focus. Project directors in the first year of operation rated the following as highest in importance in the current phase of their project:

1. Identifying key questions to be answered in forthcoming evaluation;
2. Identifying the technical requirements of the evaluation design;
3. Formulating evaluation questions in terms for which research methodology is suitable.

Project directors in the second year of operation rated the general area of "identifying the evaluation focus" as highest in importance at this time. Qualifying program outcomes, assessing the relationship between project objectives and program outcomes, and assessing and analyzing the intended and unintended effects of the program were the three highest rated topics.

Year 3 project directors are focusing on the utilization of evaluation findings, specifically disseminating program evaluation results, developing the evaluation report, and reporting recommendations on the basis of evaluation results.

Project directors were also requested to indicate the importance of specific content areas by ranking five topics from a field of 13 according to their importance during the current project phase. The two most frequently selected areas were data collection/data analysis and student progress documentation. Within specific competitions, topic area rankings were varied.

Three regional workshops are conducted annually, and topical papers are distributed through the Dissemination Series. The two major determinants of workshop topics and papers are results of the annual needs assessment and the content of the EAWs.

SYNTHESIS OF EVALUATION RESULTS

Janis Chadsey-Rusch

Scope of the Annual Meeting

The Project Directors' Third Annual Meeting, sponsored by the Secondary Transition Intervention Effectiveness Institute, was held December 10-11, 1987 at the Loews L'Enfant Plaza Hotel in Washington, DC. As in previous years, the annual meeting provided an update of the Transition Institute's activities and gave project directors an opportunity to exchange and disseminate information.

Invitations to attend the meeting were sent to the project directors in June 1987. In addition, invitations were sent to 13 OSERS personnel. Preregistration commitments were received from 125 persons; 234 persons attended the meeting.

The Third Annual Meeting was designed in part from the suggestions of the project directors who attended the Second Annual Meeting. For example, the meeting was lengthened from one and a half to two days, and a larger variety of sessions were scheduled. More project directors (17) were selected as featured project speakers; these directors described their projects and their evaluation designs and findings. Also, 27 project directors participated in the exchange/dissemination poster session.

Evaluation forms were included in a packet of materials that were distributed to all participants on the first day of the meeting. During the course of the two days, three announcements were made to encourage the project directors to fill out their evaluation forms. Despite these efforts, only 18 of the 134 participants returned their evaluation forms. Because the number of returned evaluation forms did not constitute a representative sample, a quantitative analysis is not reported. Instead, the comments made by the participants are summarized and will be used to make tentative decisions about the format and content of the Project Directors' Fourth Annual Meeting.

Participant Demographics

Of the 18 people responding, 8 described themselves as project directors and 5 described themsleves as project coordinators. The remaining respondents included university personnel, project staff, a researcher, and other professionals. Seven of the respondents were in their first year of funding, three were in the second and last year, and two in the third year. Three respondents did not give this information.

Ten individuals had master's degrees, four had doctoral degrees, one had an undergraduate degree, and three did not respond. Most people were in special education and had more than six years of experience in secondary or postsecondary programming.

Evaluation Comments

In addition to determining the demographic information from the individual respondents, the evaluation instrument was designed to probe respondents' reactions to the organization and content of the meeting and to solicit suggestions about the directions that future meetings should take.

Planning and organization of the meeting. Most of the respondents believed the meeting was well organized. Comments included such statements as "seems to be extremely well organized" and "appreciated getting the information so early so I could plan ahead." In addition, several comments were made about the Institute staff -- "Illinois staff were wonderful hosts" and "Institute staff were exceedingly helpful." Although many respondents thought the meeting was well organized, most did not like having the meeting in December. This timing appeared to be particularly problematic for university personnel.

Participant expectations. Because many of the respondents were attending the Annual Meeting for the first time, several indicated that they did not know what to expect. Although many comments were positive -- "I learned more than I expected" and "the best format yet" -- one person indicated that the information was too specific and another person stated the need for more "problem-solving, working and interactive sessions."

Featured project presentations. The comments made about the featured project presentations were overwhelmingly positive. Respondents enjoyed the variety, got good ideas, and made valuable contacts.

Exchange-Dissemination poster session. As always, the comments about this session were extremely positive.

Roundtable discussions. This type of session was a new agenda item at the 1987 meeting. The majority of respondents indicated that they liked this session, but felt the discussion time was too short and that some of the groups were too large.

OSERS discussion. As at past meetings, the discussion session with the OSERS personnel was regarded as very beneficial. Respondents enjoyed the personal contact they had with their project officers and liked hearing about future grant competitions.

Amount of information presented. Most respondents indicated that the length of the meeting, the pace, and the amount of information presented was about right. However two suggestions were made -- to have more than one dynamic keynote (like Gene Edgar), and to reduce the number of Institute presentations.

Information exchange. The majority of the comments in this area indicated that respondents wanted more opportunities for informal discussions with other project directors. In particular, participants recommended that more roundtable discussions be added to next year's agenda.

Overall rating of the meeting. Most respondents indicated that the Annual Meeting was worthwhile. Comments included "gaining consensus on important issues," and "A good opportunity to see how my project fits into the scheme of things. Helped me to see my own areas of strengths and weaknesses and where to look for assistance."

Negative reactions to the meeting. It appeared from the comments that some respondents felt that too much of the meeting was devoted to Institute presentations. In addition, some respondents felt the sessions were too short and needed to be more diverse.

Positive reactions to the meeting. Three types of positive comments appeared frequently: Most respondents indicated that they liked having the meeting in Washington, DC, they enjoyed having an opportunity to interact with OSERS personnel, and they particularly liked interacting and networking with other project directors.

Future directions. Respondents had several recommendations for the Fourth Annual Meeting. First, most respondents indicated that they wanted more small group sessions devoted to informal discussion. Second, several respondents wanted to spend more time with OSERS personnel. Third, several possible agenda items were mentioned, including sessions on cost-benefit analysis, state legislative overview, how to develop models in the schools that will continue past the expiration date of the grant, how past project directors are progressing without federal funding, and hands-on methodologies for project implementation.

Conclusions

It is nearly impossible to draw conclusions from the data reported above because only 13% of the participants returned their evaluation forms. However, some trends are apparent. First, project directors wanted more time devoted to small, informal discussion groups and indicated that it was valuable to them to have the opportunity to problem-solve and arrive at some consensus regarding the issues facing them. Second, respondents indicated that they wanted more project directors to present information, that there should be fewer Institute presentations (because much of this information is disseminated in written form), that sessions need to be lengthened, and that the meeting should not be held in December. Finally, project directors continued to react very favorably to the sessions with OSERS staff, the keynote speaker, the featured projects, and the exchange/dissemination poster session.

Due to the low return rate, it is clear that several strategies need to be considered to facilitate a higher return of the evaluation forms. Possible solutions include: (a) including time on the agenda that could be devoted to filling out the evaluation form, (b) offering a tangible reward (e.g., Institute product, lottery ticket for a free dinner when the evaluation is turned in), or (c) mailing evaluation froms to participants with a self-addressed stamped envelope.

LIST OF REGISTERED PARTICIPANTS

Affleck, James	University of Washington College of Education 407 Miller Hall, DQ-12	Seattle, WA 98195
Aiken, John M.	Southeast KS Ed. Service Center 2601 Gabriel	Parsons, KS 67357
Anderson, Frank	IDEAS Magnolia Star Route	Nederland, CO 80466
Appell, Mel	OSERS Room 3529 330 C Street, SW	Washington, DC 20202
Ashley, Joseph	Woodrow Wilson Rehab. Center Project PERT Box 350	Fishersville, VA 22939
Baker, Betty	OSERS/Dept. of Education Switzer Building, Room 4622 330 C Street	Washington, DC 20202
Bates, Paul	Dept. of Special Education 11C Pulliam Hall Southern Illinois University	Carbondale, IL 62901
Bellamy, G. Thomas	OSERS Switzer Building, Room 3086 330 C Street, SW	Washington, DC 20202
Berkell, Dianne	C.W. Post Campus, LIU Dept. of Special Education	Greenvale, NY 11548
Bernacchio, Charles	HSDI/USM 96 Falmouth Street	Portland, ME 04103
Blue, Beverly	Central Piedmont Community College P.O. Box 35009	Charlotte, NC 28235
Bolton, Bonnie	Whittier Union H.S. District Career Assessment & Placement Center 9401 South Painter Avenue	Whittier, CA 90605
Bonner, Larry	Richland College Special Serv. for Disabled Students 12800 Abrams Road	Dallas, TX 75243-2199

Bounds, Betsy	Tucson Unified School District 1010 East 10th Street	Tucson, AZ 85710
Brinckerhoff, Loring	University of Connecticut V-64, The Special Ed. Center	Storrs, CT 06268
Brolin, Donn T.	University of Missouri-Columbia 111 Townsend Hall	Columbia, MO 65211
Brown, Cynthia G.	Council of Chief State School Officers 400 N. Capitol Street, NW Suite 379	Washington, DC 20001
Brown, James	University of Minnesota Room R460, Votec Building 1954 Buford Avenue	St. Paul, MN 55108
Bursuck, William	Northern Illinois University Dept. of Learning Development and Special Education 240 Graham Hall	DeKalb, IL 60115
Campbell, Jean	Connecticut State Dept. of Ed. School of Social Work P.O. Box 2219	Hartford, CT 06145
Catapano, Patricia	Young Adult Institute 460 West 34th Street, 11th Floor	New York, NY 10001
Chadsey-Rusch, Janis	University of Illinois College of Education 110 Education 1310 South Sixth Street	Champaign, IL 61820
Cobb, Brian	University of Vermont Dept. of Special Education	Burlington, VT 05401
Coker, Charles	University of Wisconsin Research & Training Center	Menomonie, WI 54751
Collins, Terence	University of Minnesota 216 Pillsbury Drive, SE	Minneapolis, MN 55455
Cook, Judith	Thresholds 2700 North Lakeview Avenue	Chicago, IL 60614
Copman, Sandra	Action for Boston Community Development, Inc. 178 Tremont Street, 7th Floor	Boston, MA 02111
Corn, Juliana	Queensborough Comm. College Math Department	Bayside, NY 11364

Cowen, Sara	Northern Illinois University Dept. of Educational Psychology and Special Education	DeKalb, IL 60115
Crockett, Jean B.	Human Resource School I.U. Willets Road	Albertson, NY 11507
Dalke, Connie	University of Wisconsin- Whitewater Roseman 2019	Whitewater, WI 53190
Dennis, Lawrence	Ohio Department of Education Div. of Vocational & Career Ed. Room 908 65 South Front Street	Columbus, OH 43266-0308
Dever, Richard	Indiana University Center for Innovation in Teaching the Handicapped 2805 East 10th Street	Bloomington, IN 47405
DeStefano, Lizanne	University of Illinois College of Education 110 Education Building 1310 South Sixth Street	Champaign, IL 61820
Dowling, Jane	University of Illinois College of Education 110 Education Building 1310 South Sixth Street	Champaign, IL 61820
Edgar, Eugene	University of Washington Experimental Education WJ-10	Seattle, WA 98195
Emerson, John	University of Washington CBMRC WJ10	Seattle, WA 98195
Fein, Judith	OSERS 330 C Street, SW Room 3517	Washington, DC 20202
Finan, Jr., Thomas J.	Cherry Hill Public Schools Administration Building Browning Lane	Cherry Hill, NY 08034
Flugman, Bert	CUNY Graduate School Case Institute for Research and Development in Occupational Education Rm. 620 North, 33 W. 42nd St.	New York, NY 10036
Flynn, Thomas	University of Iowa Room 251 Division of Developmental Dis.	Iowa City, IA 52242

Gaies, Judith	Easter Seal Society of Ct., Inc. P.O. Box 100 147 Jones Street	Hebron, CT 06248-0100
Gibson, Melanie	Advent Enterprises 2116 Nelwood	Columbia, MO 65201
Gittings, James	University of Arizona College of Education Dept. of Special Education and Rehabilitation	Tucson, AZ 85721
Goldberg, Marge	Pacer Center 4826 Chicago Avenue, S.	Minneapolis, MN 55417-1055
Goldstein, Marjorie	William Paterson College of NJ Department of Special Ed.	Wayne, NJ 07470
Gordon, Marilyn	Valencia Community College Technical Training for Disabled P.O. Box 3028	Orlando, FL 32802
Graesser, Raymond	Project VAST Department of Education P.O. Box 6Q	Richmond, VA 23216
Gray, Norman	Comm. Outreach Program for the Deaf 268 West Adams	Tucson, AZ 85705
Gurganus, Susan	NC Dept. of Public Instruction Division for Exceptional Children 116 West Edenton Street	Raleigh, NC 27603-1712
Hagin, Rosa A.	Fordham University - Lincoln Center 113 West 60th Street	New York, NY 10023
Halloran, Bill	OSERS Switzer Building, Room 4094 300 C Street, SW	Washington, DC 20202
Halper, Arline	George Washington University 2201 G Street, Suite 524	Washington, DC 20052
Hanna, Edward	Valencia Community College P.O. Box 3028	Orlando, FL 32802
Harmon, Marguerite	Community Outreach f/t Deaf 268 West Adams	Tucson, AZ 85705

Harnisch, Delwyn	University of Illinois College of Education 110 Education Building 1310 South Sixth Street	Champaign, IL 61820
Hartwell, Cindy	University of Illinois College of Education 110 Education Building 1310 South Sixth Street	Champaign, IL 61820
Hawkins, Pat	OSERS 330 C Street, SW Room 4616	Washington, DC 20202
Haynes, John	California State Dept. of Ed. Mendocino Co. Office of Ed. 2240 East Side Road	Ukiah, CA 95482
Heal, Laird	University of Illinois College of Education 110 Education Building 1310 South Sixth Street	Champaign, IL 61820
Hillman, Jr., William A.	Institute of Career & Leisure 700 7th Street, SW, #134	Washington, DC 20024
Hiltenbrand, Dorsey	Fairfax County Public Schools Devonshire Center 2831 Graham Road	Falls Church, VA 22207
Holjes, Kay	Employment Opportunities, Inc. 4021 Livingstone Place	Durham, NC 27707
Horn, Christy	University of Nebraska-Lincoln 132 Administration Building	Lincoln, NE 68588-0437
Horner, Robert	University of Oregon Specialized Training Program 135 Education Building	Eugene, OR 97403
Hull, Marc	University of Vermont Waterman Building	Burlington, VT 05401
Hursh, Norman	Boston University University Road	Boston, MA 02215
Ianacone, Robert N.	The George Washington University 2201 G Street, NW, Funger 524	Washington, DC 20052
Inman, Dean P.	University of Oregon Center on Human Development Neuromuscular Ed. & Res. Ctr. 901 East 18th Street	Eugene, OR 97403-1211

Jameson, Devi	Richmond Unified School Dist. 2465 Dolan Way	San Pablo, CA 94806
Katz, Bernard	New York University Project CLASS Counselor Education Department Room 400 East Building 239 Greene Street	New York, NY 10003
Kaufman, Martin	U.S. Dept. of Education Room 3530, Switzer Building 400 Maryland Avenue, SW	Washington, DC 20202
Kercher, Patricia	Great Falls Vocational Technical Center 2100 - 16th Avenue South	Great Falls, MT 59405
Kramer, Michael	Young Adult Institute 460 West 34th Street, 11th Floor	New York, NY 10001
Lagomarcino, Tom	University of Illinois College of Education 110 Education Building 1310 South Sixth Street	Champaign, IL 61820
Lambour, Gary	Connecticut State Dept. of Ed. 911 East Main Street	East Hartford, CT 06108
Lambrou, Jani	Idaho State Dept. of Education ID Transition Project 650 West State	Boise, ID 83720
Levy, Joel M.	Young Adult Institute 460 West 34th Street	New York, NY 10001
Lindskoog, Wayne	Hennepin Tech. Ctrs. District 287 (VECTOR) 9200 Flying Cloud Drive	Eden Prairie, MN 55344
Lorenzi, Elizabeth	Fordham University - Lincoln Center Comprehensive Learning Program 113 West 60th Street	New York, NY 10023
Marino, Justin	Arizona State University Room 303A Community Service Center	Tempe, AZ 85287
Maxion, Glen	Grossmont Union H.S. District Transition Project 230 Jamacha Road	El Cajon, CA 92019

McCarty, Catherine W.	University of Wisconsin - Milwaukee c/o Disabled Student Services P.O. Box 413	Milwaukee, WI 53201
McDonnell, John	University of Utah Milton Bennion Hall 221	Salt Lake City, UT 84112
McKean, Kathy	Project OVERS 101 West Broadway	Cushing, OK 74023
McNelly, Charles H.	United Cerebral Palsy (P.G. Co.) 3901 Woodhaven Lane	Bowie, MD 20715
Melia, Richard P.	NIHR/OSERS/ED 400 Maryland Avenue, SW Mail Stop 2305	Washington, DC 20202
Meslang, Susan W.	Old Dominion University, CSSE	Norfolk, VA 23529
Michaels, Craig	Human Resources Center Learning Disability Projects I.U. Willets Road	Albertson, NY 11507
Mitchell, Marshall	Amarillo College P.O. Box 447	Amarillo, TX 79178-0001
Morgenweck, Jean S.	Colorado State University Transition Services Dept. of Occupational Therapy College of Applied Human Sciences	Fort Collins, CO 80523
Morris, Mary J.	University of Nebraska-Lincoln 253K Barkley Memorial Center	Lincoln, NE 68583-0731
Naour, Paul	Muskingum College Montgomery Hall	New Concord, OH 43762
Nogis, Felix	Department of Education Lower Base, Saipan Commonwealth of the Northern Mariana Islands	96950
Parent, Wendy	Rehab. Research & Training Ctr. VCU Box #2011	Richmond, VA 23284-0001
Patton, Patricia	San Diego State University Project Work 6310 Alvarado Court	San Diego, CA 92120
Peck, Alec	Boston College Campion 103	Chestnut Hill 02167

Perez, Vince	Alachua County School Board 620 East University	Gainesville, FL 32601
Perin, Dolores	CUNY Graduate School Case Insitute for Research and Development in Occupational Education Rm. 620 North, 33 W. 42nd Street	New York, NY 10036
Peterson, Michael	Mississippi State University Drawer GE	Mississippi State, M 39762
Poplin, Patricia	Virginia Dept. of Education P.O. Box 6Q	Richmond, VA 23216-2060
Powers, Stephanie	Ofc. for Training & Ed. Innov. Suite 512, One Eagle Square	Concord, NH 03301
Price, Lynda	University of Minnesota The LD Transition Project General College 106 Nicholson Hall 216 Pillsbury Drive, SE	Minneapolis, MN 55455
Renzaglia, Adelle	University of Illinois College of Education 110 Education Building 1310 South Sixth Street	Champaign, IL 61820
Rhodes, Larry	University of Oregon Specialized Training Program 130 Education	Eugene, OR 97403
Richards, William	Community College of Denver 1111 West Colfax Avenue	Denver, CO 80204
Rosati, Robert	Peer Regional Network Human Resources Center I.U. Willets Road	Albertson, NY 11507
Rosenstein, Joe	OSERS Room 4092, Switzer Building 330 C Street,	Washington, DC 20202
Rosenthal, Irwin	New York University Project CLASS Counselor Education Department Room 400 East Building 239 Greene Street	New York, NY 10003
Roth, Bill	SUNY at Albany Research Foundation at SUNY P.O. Box 9	Albany, NY 12201

Rothstrom, Ray	Oregon Department of Education 700 Pringle Parkway, S.E.	Salem, OR 97310
Rusch, Frank	University of Illinois College of Education 110 Education 1310 South Sixth Street	Champaign, IL 61820
Ryberg, Paul	Humbolt Unified School District Project SCORE Project SCOARE, Drawer "A"	Dewey, AZ 86327
Safer, Nancy	OSERS Room 3526, Switzer Building 330 C Street, SW	Washington, DC 20202
Schapiro, Judith	Old Dominion University CHANCE Program Child Study Center Education Building, Rm. 168-5 Hampton Boulevard	Norfolk, VA 23508
Schenck, B.J.	Alachua County School Board 620 East Univesity	Gainesville, FL 32601
Schofield, Noelle G.	Illinois Dept. of Rehab. Services 623 East Adams	Springfield, IL 62794-9429
Schutz, Richard	University of Illinois College of Education 110 Education Building 1310 South Sixth Street	Champaign, IL 61820
Sinkewiz, Susan	Virginia Dept. of Education P.O. Box 6-Q, 23rd Floor	Richmond, VA 23219-2060
Smith, Marcee	Comm. Service for Autistic Adults 751 Twinbrook Parkway	Rockville, MD 23219-2060
Smith, Nick	School of Education Syracuse University 330 Huntington Hall	Syracuse, NY 1324-2340
Smith, Ninia	Fort Hays State University Dept. of Special Education	Hays, KS 67601
Snauwaert, Dale	University of Illinois College of Education 110 Education Building 1310 South Sixth Street	Champaign, IL 61820

Spencer, Karen C.	Colorado State University Transition Services Dept. of Occupational Therapy College of Applied Human Sciences	Fort Collins, CO 80523
Stake, Robert	University of Illinois College of Education 110 Education Building 1310 South Sixth Street	Champaign, IL 61820
Steiner, Jane	Western Regional Resource Center College of Education University of Oregon	Eugene, OR 97403
Stewart, Arlene	Western Carolina University Learning Disabilities Training Project 8 McKee Building	Cullowhee, NC 28723
Stewart, Thomas	Jackson Co. Public Schools	Cullowhee, NC 28723
Stodden, Robert A.	University of Hawaii Dept. of Special Education 1776 University Avenue	Honolulu, HI 96822
Straley, Ann	Richland College Special Services for Disabled Students 12800 Abrams Road	Dallas, TX 75243-2199
Swingle, Jan	University of Wyoming Division of S.E.O. P.O. Box 3808 University Station	Laramie, WY 82071
Test, David	University of NC at Charlotte Special Education Program, UNCC	Charlotte, NC 28223
Thomas, Jon L.	George Washington University 2201 "G" Street	Washington, DC 20052
Thompson, Paul	OSERS Room 4615, Switzer Building 330 C Street, SW	Washington, DC 20202
Thompson, Sandra	N.E. Metro Intermediate School District 916 1130 West Co. Road B	Roseville, MN 55113
Thornton, Craig V.	Mathematica Policy Research P.O. Box 2393	Princeton, NJ 08543-2393

Tilson, Jr., George P.	The George Washington University 2201 G Street, NW, Suite 524	Washington, DC 20052
Tomlan, Patricia	Red Rocks Community College CCCLD 12600 West 6th Avenue	Golden, CO 80401
Tucker, Gladys	University of Utah University Bound Learning Disabled Student Trans. Project 160 Union	Salt Lake City, UT 84112
Vernon, Sally	City Colleges of Chicago Chicago City-Wide College Ctr. for Disabled Student Sv. 226 West Jackson	Chicago, IL 60606
Vernooy, Jeffrey A.	Wright State University Handicapped Student Services 3640 Colonel Glenn Highway	Dayton, OH 45435
Vogelsberg, R. Timm	Temple University 7022 McCallum Street	Philadelphia, PA 19119
Vreeburg Izzo, Margaretha	The Ohio State University The National Center for Research in Vocational Education 1960 Kenny Road	Columbus, OH 43210-1090
Ward, Mike	Bureau of Education for the Handicapped U.S. Office of Education 400 Maryland Avenue, SW	Washington, DC 20202
Weisenstein, Greg	University of Washington College of Education 407 Miller Hall, DQ-12	Seattle, WA 98195
White, Stephen	Great Falls Transition Project 2100 - 16rh Avenue South	Great Falls, MT 59405
Whitehead, Claude W.	46A - G Street, SW	Washington, DC 20024
Whitson, Cathy	Douglas Cooperative 483 River Parkway, #2	Sevierville, TN 37862
Wilson, Edward	OSERS Room 4092, Switzer Building 330 C Street, SW	Washington, DC 20202
Zachmeyer, Richard	Kentucky Coalition for Career and Leisure Development 366 Waller Avenue, Suite 119	Lexington, KY 40504

Research Faculty at the University of Illinois

Janis Chadsey-Rusch
Assistant Professor of
Special Education

Lizanne DeStefano
Assistant Professor of
Educational Psychology

Jane Dowling
Assistant Professor of
Special Education

Delwyn L. Harnisch
Associate Professor of
Educational Psychology

Laird W. Heal
Professor of Special
Education

Francesca Lundström
Assistant Professor of
Special Education

L. Allen Phelps
Professor of Vocational
Education

Adelle M. Renzaglia
Associate Professor of
Special Education

Frank R. Rusch
Professor of Special
Education

Robert E. Stake
Professor of Educational
Psychology

Institute Advisory Committee

Secondary Transition Intervention Effectiveness Institute
University of Illinois at Urbana-Champaign

Dianne E. Berkell, Ph.D.
Department of Special Education
Long Island University
C.W. Post Center

Dan Hulbert
Career Assessment and
Placement Center
Whittier (CA) Union High
School District

Gary Lambour, Ph.D.
Special Education Consultant
Connecticut State Department
of Education

Joel Levy, Ph.D.
Young Adult Institute
New York

Robert L. Linn, Ph.D.
Department of Educational
Psychology
University of Colorado-Boulder

Dennis Mithaug, Ph.D.
Department of Special Education
University of Colorado-
Colorado Springs

Jeri Nowakowski, Ph.D.
Office of Educational Evaluation
and Policy Study
Northern Illinois University

Nick L. Smith, Ph.D.
School of Education
Syracuse University

Carl Suter
Governor's Planning Council on
Developmental Disabilities
Springfield, Illinois

Craig Thornton, Ph.D.
Mathematica Policy Research
Princeton, New Jersey

Ann Turnbull, Ph.D.
Joseph P. Kennedy, Jr., Foundation
Washington, D.C.

Timm Vogelsberg, Ph.D.
Developmental Disabilities Center
Temple University

Paul Wehman, Ph.D.
Rehabilitation Research
and Training Center
Virginia Commonwealth University

Claude Whitehead
Consultant
Washington, D.C.

Russell Zwoyer
Associate Dean for Research
College of Education
University of Illinois at
Urbana-Champaign

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INSTITUTE
AT ILLINOIS